

Faculty of Psychology
Prospectus
Research Master
2005 • 2006

Universiteit Maastricht
P.O. Box 616 6200 MD Maastricht
The Netherlands

Faculty of Psychology (FdP) – Coordinating Faculty
Faculty of Health Sciences (FdGW)
Faculty of Medicine (FdG)

Table of Contents

	Foreword	5	
	Research Master Biopsychology and Psychopathology	7	
	General	8	
	The educational approach: problem-based learning (PBL)		8
	Internationalisation	9	
	Organisation of the faculty of psychology	10	
1	The Curriculum	15	
	Core courses	16	
	Trends-in courses	16	
	Colloquia	17	
	Skills Trainings	17	
	Methods, Techniques, and Statistics (MT&S) Workshops		17
	Research internship and Masters thesis	17	
	Clinical internship and Minors thesis	18	
	Mentor	18	
2	Cognitive Neuroimaging	19	
2.1	Trends-in courses	20	
2.2	Core courses	21	
2.3	Skills trainings	33	
2.4	MT&S Workshops	39	
2.5	Schedule Cognitive Neuroimaging	45	
3	Neuropsychology	49	
3.1	Trends-in courses	50	

3.2	Core courses	52
3.3	Skills trainings	58
3.4	MT&S Workshops	66
3.5	Schedule Neuropsychology	74
4	Abnormal Psychology	75
4.1	Trends-in courses	76
4.2	Core courses	78
4.3	Skills trainings	85
4.4	MT&S Workshops	90
4.5	Schedule Abnormal Psychology	99
5	Education and Examination Regulations	103
5.1	Education and examination regulations – research master	104
§ 1	General conditions	104
§ 2	Structure of the study programme	106
§ 3	Tests and examinations	109
§ 4	Admission	115
§ 5	Study advice and guidance	116
§ 6	Procedural rules and exceptions	116
5.2	Rules and regulations for the research master examination of the biopsychology and psychopathology study programme	118
5.3	Appendices	122
	Appendix 1: Regulation on research proposal, apprenticeship, and masters thesis	122
	Appendix 2: Regulation on clinical apprenticeship and minors thesis	124
	Appendix 3: Regulation on fraud	126
6	Educational organisation and administration	129
6.1	Student Services (SSC)	130
6.2.1	NIP and SPS	137
6.2.2	SPS Platform Maastricht	138
6.3	InterUM BV	139
6.4	Educational support: the education office	139
6.4.1	General	139
6.4.2	Opening Times of the Education Office and Correspondence	144
6.5	Mentor	146
6.6	Student advisor	146
6.7	University library	147
6.8	Programme evaluation	152
6.9	Computerised information system (obtaining results)	153
6.10	Instruction rooms	153
6.11	Examination	154
6.12	Graduation	155
7	Staff Members	157
8	Subject Index	163

Foreword

A Prospectus is a kind of railway timetable. You will be able to find an overview of the routes, which lead to the Master examination. This Psychology Prospectus contains descriptions of all the instructional and examination components. In addition, all the important dates have been included, such as the beginning and the end of the academic year, holidays, courses, exams, and the internships. Furthermore, the Prospectus provides an overview of the organisation of the Faculty and University, the regulations, and many more practical matters. Not least, a Prospectus serves as a reference book for students and staff, providing the names of all members of staff, their positions, addresses and telephone numbers. The Prospectus enables the user to find his or her way in the Faculty and to locate the right person for information. Please take advantage of this.

The Faculty of Psychology offers two Masters programmes: a one-year Master and a two-year Research Master.

The Master offers two specializations: Applied Cognitive Psychology and Biological Psychology. This builds on matters of content which have already been highlighted in the bachelor phase.

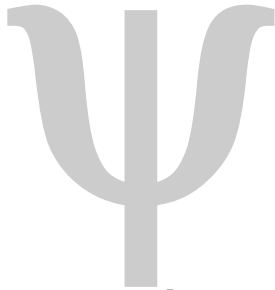
The Research Master is meant for students who want to pursue a career as scientific researcher. Three specializations are offered: Cognitive Neuroimaging, Neuropsychology, and Abnormal Psychology.

All in all, there is a high degree of satisfaction with the Psychology Programme, amongst students and with the external Quality Assurance Assessment Committee. Its findings were published in 2002.

The Faculty wishes all its students who are starting with a Master programme, good luck!

Gerjo Kok,
Dean of the Faculty of Psychology

Maastricht, July, 2005



Research Master Biopsychology and Psychopathology

GENERAL

The Research Master (MSc) programme 'Biopsychology & Psychopathology' is a two-year programme with specializations in **Cognitive Neuroimaging, Neuropsychology, and Abnormal Psychology**. This interfaculty programme (Faculties of Psychology, Health Sciences, and Medicine) is designed for excellent students who want to continue their studies at a graduate school that prepares them for a career in the field of research. The programme is internationally oriented and all courses are given in English.

Students will become acquainted with the most important theories, models, techniques, and analytic methods in the domain of biopsychology and psychopathology and their respective specialization.

It is deemed of utmost importance to provide students with a stimulating scientific environment that will enable them to develop as independent thinkers with a broad curiosity in the various aspects of the multidisciplinary research domain. The curriculum enables students to gain knowledge of cutting-edge scientific models and theories, while at the same time acquiring experience in a variety of research methods. Additionally, the programme stimulates scientific insight, a critical attitude, and active participation in the form of discussions, presentations, and written papers is required. Scientific growth is further promoted by intensive contact and collaboration with senior researchers and PhD students from the affiliated research institutes.

THE EDUCATIONAL APPROACH: PROBLEM-BASED LEARNING (PBL)

The choice for Maastricht as a place to study also means a choice for an educational approach quite different to what is offered elsewhere. In Maastricht, education is based on the Problem-Based Learning (PBL) method. This is generally distinguished by the following features:

1. *Student-Centred*

As opposed to other traditional educational approaches, Problem-Based Learning is not centred around the transfer of information from the lecturer to the student, but rather based on the learning process of the student. Not the lecturer, but the student is central.

2. *Problems Form the Basis for Learning*

Problems form the starting point for the learning process. Students discuss these problems in depth in small groups. These problems are formulated in such a way that students are led to pose all types of explanatory questions; e.g., how did the phenomenon presented come about? Based on this discussion, students formulate the subject matter to be studied.

3. *Tutorial Groups*

Instruction takes place in tutorial groups of approximately 10 members who meet once or twice weekly. Individual cases are studied during these meetings based on what has been taught in the courses. The tutorial groups are led by tutors who guide and monitor the learning process.

4. *Self-motivation*

The problem-based approach and group discussions stimulate students to acquire relevant knowledge, insight and skills relatively independently. This emphasis on self-motivation is a core feature of Problem-Based Learning (PBL).

Consequences for Learning Resources

This alternative educational method has numerous consequences for the way in which learning resources are applied by lecturers and students. Students are stimulated in problem-based learning to consult a variety of sources, in addition to the basic literature they have bought. These can be found in the Learning Resources Centre (more will be said about this in chapter 5). From the outset, it is important that students learn to deal with different and sometimes conflicting

sources of information and learn to draw conclusions independently from these. An essential learning resource, mentioned below, is the course manual.

Course Manuals

Each course in problem-based education makes use of a course manual. This is put together by a team of lecturers and students, and comprises all essential information on the instruction for the course period; i.e. the person responsible for the course, what the course is about, what students need to know by the end of the course, skills taught during the course period, essential and recommended literature, and what lectures are given. The main part, however, consists of the problems or tasks. The course manual is always handed out to the students shortly before the course period starts. The data which are gathered from the evaluation of the tuition at the end of the course are used to improve the course manual for the following year.

INTERNATIONALISATION

The Faculty has started various exchange programmes during the past number of years, in which the exchange of students was the primary aim. In time it will be possible to have an exchange programme for lecturers and perhaps have joint research projects as well. A recent report of exchange programmes can be obtained from the Internationalisation Office, Loes Mallee, Tel. (043) 38 81920, 40 Universiteitssingel East, Room 5.749.

ORGANISATION OF THE FACULTY OF PSYCHOLOGY

The following gives a survey of the way in which the Faculty of Psychology is organised. The most important governing body is the Faculty Board. The Faculty is supported by a small staff which is located at 40 Universiteitssingel, where one will also find the logistical, organisational, and administrative support systems for the education programme. The Educational Office is the first place to go for the many practical questions and issues.

As a rule, the lecturers are employed within the Faculty of Psychology, but sometimes in other faculties, e.g., the Faculties of Health Sciences and Medicine.

The education programme is located at: 40 Universiteitssingel (Uns 40), 50 Universiteitssingel (Uns 50) and 1 Debyeplein (Deb 1).

Faculty Board of the Faculty of Psychology (until January 1st, 2006)

Composition

Chairperson: Gerjo Kok (Dean), Portfolio Holder General Affairs, Extensions, Personnel, Emancipation Affairs, Internal and External Relations, Internationalisation, ICT, Accommodation. Tel. (043) 38 81937, 40 Universiteitssingel East, Room 5.735

Members: Harald Merckelbach, portfolio holder research, Tel (043) 3881945, 40 Universiteitssingel East, Room 3.732a

Harm Hospers, portfolio education. Tel. (043) 38 82399, 40 Universiteitssingel East, Room 5.731a

Student Members: Jasper Habets (ID 155098)

Jordi Tonnard (ID 951348)

Secretary: Ed Sprokkel (Director Educational Office). Tel. (043) 38 82174, 40 Universiteitssingel East, Room 5.735

Course Director: Nico Metaal (Course Director Bachelor and Master), Tel. (043) 38 84514, 40 Universiteitssingel East, Room 3.738

Psychology Council

Composition

OBP-member: Harry Timmers, Tel. (043) 38 84013, 40 Universiteitssingel East, Room 5.773

WP-members: Marieke Kools, Tel. (043) 38 82475, 40 Universiteitssingel East, Room 2.749

Rob Markus, Tel. (043) 38 82474, 40 Universiteitssingel East, Room 3.773

Hanneke van Mier, Tel. (043) 38 84010, 40 Universiteitssingel East, Room 4.744

Tim Schoenmakers, Tel. (043) 38 884538, 40 Universiteitssingel East, Room 3.765

Student members: Fatima Al-Harazi (ID 183644)

Marjolein van Buul (ID 173924)

Stijn Gerardu (ID 321397)

Thomas Meyer (ID 281123)

André de Zutter (ID 297607)

Secretary: Ed Sprokkel, Tel. (043) 38 82174, 40 Universiteitssingel East, Room 5.735

The Faculty of Psychology

The Faculty of Psychology has two departments and a Faculty Office, including the Educational Office. The departments are Neurocognition and Experimental Psychology. Roughly 150 people are employed in the Faculty of Psychology.

The Psychology Faculty Office

The Faculty Office supports the activities of the Faculty Board and the Faculty Council, but also the Computer Resource Centre, Research and Internationalisation.

Curriculum Committee

Niels Schiller - Research Master coordinator

Neurocognition, Tel. (043) 38 84041, 40 Universiteitssingel East, Room 4.743, E-mail: n.schiller@psychology.unimaas.nl

Alessia Neyndorff – Public relations

Faculty Office, Tel. (043) 38 81747, 40 Universiteitssingel East, Room 5.744, E-mail:

researchmaster@psychology.unimaas.nl

Alex Sack - Cognitive Neuroimaging track coordinator
Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

Jan Ramaekers - Neuropsychology track coordinator
Neurocognition, Tel. (043) 38 81951, 40 Universiteitssingel East, Room 2.736, E-mail:
j.ramaekers@psychology.unimaas.nl

Nancy Nicolson - Abnormal Psychology track coordinator
Psychiatry and Neuropsychology, Tel. (043) 38 82595, Email: n.nicolson@sp.unimaas.nl

Hans Stauder - Chairman examination committee
Neurocognition, Tel. (043) 38 81933, 40 Universiteitssingel East, Room 4.736, E-mail: h.stauder@psychology.unimaas.nl

Irma Kokx – Head education office
Educational Office, Tel. (043) 38 81883, 40 Universiteitssingel East, Room 5.777, E-mail: i.kokx@psychology.unimaas.nl

Arjan Blokland – International contacts
Neurocognition, Tel. (043) 38 81903, 40 Universiteitssingel East, Room 2.731, E-mail: a.blokland@psychology.unimaas.nl

Tasks: The curriculum committee focuses its attention on maintaining and improving the quality of the programme in its entirety. This implies that the curriculum committee examines the structure and contents of the programme in the light of the objectives to be achieved. The curriculum committee does not concern itself with the details of the programme.

Education Office

Head: Irma Kokx, Tel. (043) 38 81883, 40 Universiteitssingel East, Room 5.777

Tasks: Day-to-day coordination of the further development of the curriculum, with a view to bringing the different parts of the programme into alignment with one another, both organisationally and content-wise. This means that the Head of the Education Office is the person to whom students can direct their remarks about the programme and obtain information on educational matters. This includes all questions about registration for having completed a course or a practical training as well as the organisation of courses and practical training. In other words, all administrative matters concerning the Psychology Programme are lodged with the appropriate members of staff in the Education Office. Questions and observations about compensation regulations, exemptions and other matters are to be directed to the chairperson of the Examination Committee.

Course Director

The Course Director is Niels Schiller, Neurocognition, Tel. (043) 38 84041, 40 Universiteitssingel East, Room 4.743

Tasks: The Course Director is responsible for the organisation and coordination of the activities connected with the execution of the entire course and examination programme on behalf of the Faculty Board.

Examination Committee

Chairperson: Hans Stauder, Neurocognition, Tel. (043) 38 81933, 40 Universiteitssingel East, Room 4.736

Tasks: Responsible for the execution of the tuition and examination regulations. This Committee also deals with requests for exemptions and related issues.

Board of Admission

Chairperson: Hans Stauder, Neurocognition, Tel. (043) 38 81933, 40 Universiteitssingel East, Room 4.736

Task: Reviewing the applications for the Research Master Programme.

Library Committee

Chairperson: Rob Markus, Experimental Psychology, Tel. (043) 38 82474, 40 Universiteitssingel East, Room 3.773.

Task: Responsible for the acquisition of literature for the library and for the Learning Resources Centre.

Discount on Books

It is possible to purchase study books at a discount through the Faculty association, 'Luna-tik'. To qualify for this, you have to be a member (costs of membership is € 25, - for the full duration of your study). The telephone number for 'Luna-tik' is (043) 38 81957.

It is based at 40 Universiteitssingel, Room 1.765. The postal address is: Faculty Association Luna-tik, Faculty of Psychology, P.O. Box 616, 6200 MD Maastricht.

1

The Curriculum

Chapter 1 Curriculum

The curriculum includes theoretical courses, colloquia, skill trainings, and workshops followed throughout Year 1 and the beginning of Year 2. These ensure that students acquire a broad intellectual foundation before choosing a research topic for the remainder of the programme. Within the chosen specialization, core, and elective courses are provided. Trends-in-Cognitive Neuroimaging/Neuropsychology /Abnormal Psychology courses consist of lectures and feedback seminars. In order to broaden overall knowledge of this rapidly developing interdisciplinary field, students follow the two “Trends” courses outside their chosen specialization. Colloquia are designed to integrate topics that are of interest to the domain of biopsychology and psychopathology. The colloquia are open to all students, thus fostering interdisciplinary interaction. During the colloquia, researchers from each of the three specializations give lectures and lead group discussions. Skill trainings supply students with the necessary practical knowledge for research in experimental and applied settings, whereas the Methods, Techniques and Statistics (MT&S) workshops provide the necessary foundation for conducting the masters thesis research and advanced skills for a future scientific career.

The Research Master (MSc) programme is equivalent to 120 European credits.

Core courses

In the core courses students become acquainted with the most important theories, models, techniques, and analytic methods in the domain of biopsychology and psychopathology. Each specialization offers at least 10 core courses, which are given by leading scientists from the faculties of Psychology, Health Sciences, and Medicine. The courses are given in a problem-based learning (PBL) or seminar format. Under the guidance of an experienced faculty member, students meet in groups for in-depth discussion of current research issues pertinent to the central theme of the course, based on assigned readings of cutting-edge articles. Course grades and credits (2 to 4 credits per course, depending on its length) are assigned on the basis of participation and a written paper and/or presentation or exam.

Trends-in courses

The Trends-in courses consist of seven lectures, each followed by a feedback seminar one week later. During the interactive feedback seminars, the lecturer leads students in a discussion of the topics covered in the lecture as well as in the assigned literature. To facilitate this process, students prepare questions or discussion topics and submit them to the lecturer prior to the feedback seminar. Students are required to follow the two Trends-in courses outside their own specialization. These courses will familiarize students with key issues in the three specializations, as reported in high-ranking journals in the field. Course credits (2 credits for each of the two required Trends-in courses) are assigned (pass/fail) on the basis of attendance and the submitted discussion topics.

Colloquia

The colloquia offer a more specialised aspect of a topic, with issues transcending the courses and even the specializations. This will be attained through a lecture followed by active discussions with experts and fellow students. The discussion will be structured on the basis of one or two articles provided by the lecturer and by questions, based on those articles, prepared by the students beforehand. Weekly colloquia are presented by UM faculty and by visiting guest lecturers from The Netherlands and abroad. Students will need to attend colloquia offered by more than one specialization in order to fulfil the colloquium requirements (at least 15 out of 30 colloquia), thus fostering interdisciplinary knowledge and interaction among students of different specializations and interests. Each specialization will present around 10 colloquia, and course credits (5 credits in total) are assigned (pass/fail) on the basis of attendance and on the preparation of questions prior to the lecture.

Skills Trainings

Skill trainings provide the necessary hands-on experience for research in experimental and applied settings. Each training extends over 4 or 8 weeks, depending on the topic. Some skill trainings will be given to students of multiple

specializations. Course credits (1 to 2 credits per training) will be assigned on the basis of attendance and practical exercises.

Methods, Techniques, and Statistics (MT&S) Workshops

The MT&S workshops provide both the necessary basis for conducting the masters thesis research and advanced skills for a future scientific career. The teaching format will vary depending on the workshop. For instance, the statistics workshop will consist of a mixture of lectures, hands-on training, and student-centred meetings. More methodological and technical workshops such as Signal Analysis will emphasize hands-on experience and practical aspects. With the exception of the first 15 weeks, full-day and half-day workshops take place each week. Some workshops will be mandatory for all specializations, some will be shared by two tracks, and some will be track-specific. Course credits (1 to 2 credits per workshop) are assigned on the basis of attendance and either exams or practical exercises.

Research internship and Masters thesis

In year 2, from week 9 onwards, students spend most of their time on the preparation and execution of their research project and their masters thesis. Students from all three specializations conduct their own research project and thereafter report it in the form of a masters thesis. Course credits will be assigned on the basis of both the research conducted as well as the thesis. For students who do not complete a clinical internship and minors thesis (see below), the masters research and thesis will be assigned 50 credits.

For practical information about international research internships, contact Loes Mallee, Bureau Internationalisering (Internationalisation Office) [e-mail: l.mallee@psychology.unimaas.nl; tel. 388 1920; 40 Universiteitssingel, East, Room. 5.753].

Clinical internship and Minors thesis

Students specialising in **Abnormal Psychology** are required to conduct a 13-week clinical internship in an approved setting. The clinical internship can be conducted in conjunction with the research internship or separately. Students are required to submit an additional research report (the minors thesis), based on client/patient-based investigations performed during the clinical internship. Students following the **Neuropsychology** specialization may complete a clinical internship and minor's thesis as an elective. For all students who are either required or choose to do a clinical internship, the minors thesis will be assigned 20 credits and the masters thesis 30 credits.

Mentor

Students in the Research Master will have regular interactions with a mentor, who guides the learning process and supervises the personal growth of the student. Close monitoring of student performance and progression will help ensure that students complete the master's programme on schedule.

The mentor should also fulfil the role of a person the student can trust and rely on. For instance, if a student has either academic or non-academic problems, this student should in principle be able to approach his/her mentor to discuss the issue and together look for a solution.

During the introductory week of the first year, each student is assigned to a senior researcher of a student's specialization as faculty mentor to evaluate progress and identify potential problems. Students will plan a schedule for meetings with their mentors. Meetings are to take place at least once a month and are generally short (about 30 minutes or less). The student needs to inform the mentor in advance about issues that are to be discussed during the meeting.

2

Cognitive Neuroimaging

Chapter 2

Cognitive neuroimaging

The specialization in Cognitive Neuroimaging provides students with an extensive and in-depth theoretical background on all the hot topics of neuroscience and brain research. The conceptual range includes core courses on perception and attention, as well as on somatosensory and motor processes. Additional topics include higher cognitive functions such as language comprehension and production, self-monitoring, and mental imagery. The Cognitive Neuroscience group is known for combining content and methodology to improve answers obtained and questions asked in current and future neuroscientific research. Students are provided with the unique opportunity to be trained in all essential research methods of Cognitive Neuroimaging. Maastricht University has its own 3-Tesla MRI research scanner and hosts fully equipped EEG as well as TMS laboratories. Students thus gain a thorough understanding of the theoretical background of these most advanced techniques for imaging, recording and manipulating neuronal activation in the human brain. In addition, they acquire hands-on experience in how to operate and use these techniques in the context of empirical neuroscience.

Cognitive Neuroimaging Coordinator: Alex Sack, Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

Colloquia Coordinator: Milene Bonte, Neurocognition, Tel. (043) 38 84036, 40 Universiteitssingel East, Room 4.777, E-mail: m.bonte@psychology.unimaas.nl

2.1 TRENDS-IN COURSES

402 CN Trends-in Neuropsychology – 2 Credits

Coordinator: Jan Ramaekers, Neurocognition, Tel. (043) 38 81951, 40 Universiteitssingel East, Room 2.736, E-mail: j.ramaekers@psychology.unimaas.nl

Neuropsychology focuses on the relationship between brain and behaviour. The so-called brain-behaviour relationships are addressed on a continuum ranging from normal to deviant in children, adolescents, and patient populations. In addition, in the context of psychopharmacology biological mechanisms are studied which pertain to neurotransmitters, hormones and drugs acting upon cognitive function and behaviour. An integrated series of lectures will be presented that includes most aspects of basic and applied neuroscience. The Trends-in-Neuropsychology lectures will provide students with a broad overview of the multidisciplinary research field of Neuropsychology. Presented topics will include the neuropsychology of neurological and psychiatric disorders, cognitive aging and development, motor action and executive control, and pharmacological models of cognitive dysfunction.

Trends-in lectures are provided by:

- Jelle Jolles
- Frans Verhey
- Wim Riedel
- Jos Adam
- Martin van Boxtel
- Harry Steinbusch
- Chantal Kemmer

403 CN Trends-in Abnormal Psychology – 2 Credits

Coordinator: Arnoud Arntz, Medical Clinical and Experimental Psychology, Tel. (043) 38 81606, Universiteitssingel 50,

Room 1.308, Email: arnoud.arnzt@mp.unimaas.nl

Abnormal Psychology investigates mental health problems from a psychological perspective, also addressing biological and sociological issues. This course begins by considering the question of what distinguishes abnormal from normal behaviour, then focuses the discussion on current trends and unresolved issues in this field, with sessions organised according to the major disorder clusters. The final lecture and discussion will go beyond mental illness to consider what constitutes mental health and happiness.

Trends-in lectures are provided by:

- Arnoud Arntz
- Frenk Peeters
- Reinout Wiers
- Jim van Os
- Susan Bögels
- David Bernstein
- Madelon Peters

2.2 CORE COURSES

411 CN Language Processing and Attention – 4 Credits

Coordinator: Bernadette M. Jansma, Neurocognition, Tel. (043) 38 81934, 40 Universiteitssingel East, Room 4.742, E-mail: b.jansma@psychology.unimaas.nl

Whereas there is some ideas on how selection of relevant information takes place in visual processing not much is known about the neural correlates of selection during listening, reading, and speaking. The selection of the right interpretation of sounds and words, as well as the selection of using the right words at the right moment is one of our special skills that we continuously apply, mostly automatic.

In the last few years cognitive neuroscience research on auditory and speech perception set some mile stones to get a better understanding about how our brain manages these tasks. This course aims to develop basic and advanced knowledge about the human auditory and speech system and how one can apply selection mechanisms known from the visual system to language processing. Next to bottom-up processes we will also address top-down processes, i.e. how the human mind can manipulate auditory perception or how it generates speech from intentions and thoughts. We will also address the link between perception and production in terms of speech monitoring, as well as cross modal integration between vision and audition.

The objective of this course is to provide:

- knowledge of the basic neural principles of auditory and speech processing
- knowledge of cognitive models of auditory and speech segregation, perception, and higher order language processing
- critical thinking with regard to recent and ongoing research in the domain of auditory/speech processing including event-related potential (ERP) and fMRI studies
- knowledge on how to draw analogies from visual domain to language research and apply ideas in the development of an own experiment in the form of a research proposal (e.g., about an ERP or fMRI experiment)

Literature

Various recent journal-articles and book-chapters – to be announced

Parallel skills training/workshop

EEG

Coordinator(s): Mart Bles (m.bles@psychology.unimaas.nl), Fren Smulders (f.smulders@psychology.unimaas.nl). In the EEG skills training, students will acquire hands on experience with the design, analysis, measurement and interpretation of results in ERPs of cognitive functions (see description 'Skills training: EEG').

Instructional Approach

Lectures and tutorial group meetings, practical sessions in the parallel-running skills training "ERP".

Form of Assessment

- research proposal about an experiment on a selected topic of interest
- presentation of the proposal to the group in a presentation meeting
- written exam with open questions

412 CN Perception and Attention – 4 Credits

Coordinator: Peter De Weerd, Neurocognition, Tel. (043) 388 45 13, 40 Universiteitssingel East, Room 4.754, E-mail: p.deweerd@psychology.unimaas.nl

The objective of the course is to present current neuro-cognitive theories and experimental methods in the field of visual attention. Background information on the visual system's organisation will also be covered.

Vision is a complex cognitive process, which provides us with a richer stream of information than any other sense. Primate visual cortex is composed of at least 30 highly interconnected functionally specialized regions. The regions where visual information first enters the cortex are called early visual areas. Neurons in these areas have relatively simple properties, and their relatively small receptive fields are arranged to form retinotopic maps of the environment on the cortex. Higher level visual processing occurs in a ventral and dorsal stream, each of which is composed of regions specialized for representation of more complex visual content (including motion, faces and places).

This network of functionally specialized perceptual regions can adapt to the task the organism is faced with. This is the case, for example, when looking for someone in a crowd, attending to one face at a time. There are different kinds of attention, but attention can be generally described as involving some type of selection of information. When the attentional selection of information is accompanied by a behaviour (such as an eye-movement towards an interesting stimulus), attention is called 'overt'. However, there are also internal, covert forms of attention that do not require motor activity. Attention can be voluntary (controlled, top-down) or involuntary (automatic, bottom-up). Furthermore, attention can be directed to locations in space or to objects, or to features within objects.

In this course, neural mechanisms underlying these various types of attention will be studied. We will focus on recent neuroscientific research in visual perception and attention involving different empirical methods including psychophysics, neurophysiology, functional brain imaging, and evoked potentials, with an emphasis on neurophysiology.

Literature

Literature (relevant articles or chapters) will be offered mostly via the electronic reader.

Practical Training

There are separate fMRI and EEG practica organised within the research masters (see separate descriptions of those practica)

Instructional Approach

There will be 10 group discussions, and up to 6 lectures

Form of Assessment

The written exam will consist of about 10 open questions

413 CN Neuroimaging – 4 Credits

Coordinator: Elia Formisano, Neurocognition, Tel. (043) 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl

The investigation of human brain functions using a range of imaging methods represents the most influential development in Cognitive Neuroscience in the last years. In previous courses you learn essential facts about all major brain mapping techniques, including scalp-recorded Electroencephalography (EEG) and Magnetoencephalography (MEG), transcranial magnetic stimulation (TMS), Positron Emission Tomography (PET) and functional Magnetic Resonance Imaging (fMRI). Each of these methods provides a picture of the brain at a different spatial and temporal scale and has unique strengths and weaknesses.

In this course we will focus on fMRI. fMRI presents clear advantages over the other methods particularly in terms of increased spatial resolution. Since its invention in 1992, fMRI has led to major advances in understanding the neural mechanisms that underlie higher levels of human mental activity and has established a strong link between cognitive psychology and neuroscientific research. Whereas in the other courses of the Cognitive Neuroimaging program you have been or you will be confronted with several applications of fMRI in specific cognitive domains (visual perception and attention, sensorimotor integration, auditory perception), during Brain imaging methods you will gain a deeper knowledge of fundamental and methodological aspects of fMRI.

The tasks will address questions such as: How can the fMRI signal be related to neural activity? How are functional images obtained with an MRI scanner? What do I need for doing a good fMRI measurement? How are "activation maps" created? Some of the tasks are directly linked to the practical part of the course and are intended to provide the necessary theoretical framework for the design, analysis, measurement and interpretation of results in fMRI investigations. Practical sessions on data acquisition and/or analysis of fMRI data of cognitive functions such as auditory and visual processing as well as mental imagery will be integrated in the group meetings.

Literature

Various articles and book chapters – to be announced

Parallel skills training/workshop

Functional Magnetic Resonance imaging ("fMRI")

Coordinator(s): Elia Formisano (e.formisano@psychology.unimaas.nl), Alard Roebroek

(a.roebroek@psychology.unimaas.nl). In the fMRI skills training, students will acquire hands on experience with the design, analysis, measurement and interpretation of results in fMRI of cognitive functions (see description 'Skills training: fMRI').

Instructional Approach

Practicals, lectures, and tutorial group meetings will be integrated

Form of Assessment

Written exam with a minimum of 6 open questions

414 CN The Cognitive Neuroscience of Sensory and Motor Systems – 3 Credits

Coordinator: Alard Roebroek, Neurocognition, Tel. (043) 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

Most of the things we do every day (riding a bicycle, typing a summary, drinking a cup of coffee) require the continuous interaction of brain systems that serve sensory perception and systems that control our muscles. In other words, most of the things we do require sensorimotor integration. In this course we will study a couple of important aspects of sensorimotor integration in the brain, particularly in the context of visual perception. Since sensory perception (visual as well as auditory) is covered extensively in other courses, we will focus mainly on the motor system and the transformation and processing of sensory information to serve motor control. We start with basic processes such as: types of motor control (since visual perception takes a little time, how should you use past information to control future actions?), the representations used by primary and secondary motor areas (what is the parameter that is under ultimate control: muscle contractions, joint angles, or whole movements?) and coordinate transformations (how do you get from visual information, coded relative to the point you are looking at, to motor commands that are coded relative to your body or the object you are grasping?). Later, we will focus on higher level issues such as motor learning, predicting the actions of others, and reacting to errors in performance. All topics will be discussed in the context of cognitive neuroscience research to learn how these topics can be investigated both with classical behavioural experiments as also with modern techniques such as functional Magnetic Resonance Imaging.

Literature

Various recent journal-articles and book-chapters – to be announced

Parallel skills training/workshop

Functional Magnetic Resonance imaging (“fMRI”)

Coordinator(s): Elia Formisano (e.formisano@psychology.unimaas.nl), Alard Roebroek (a.roebroek@psychology.unimaas.nl). In the fMRI skills training, students will acquire hands on experience with the design, analysis, measurement and interpretation of results in fMRI of cognitive functions (see description ‘Skills training: fMRI’).

Instructional Approach

Lectures and tutorial group meetings, practical sessions in the parallel-running skills training “fMRI”

Form of Assessment

Exam with a minimum of 6 open questions

415 CN Advanced fMRI – 3 Credits

Coordinator: Rainer Goebel, Neurocognition, Tel. (043) 38 84014, 40 Universiteitssingel East, Room 4.753, E-mail: r.goebel@psychology.unimaas.nl

Building on the course “Neuroimaging”, this course will examine advanced topics of fMRI methodology and applications. In the first week, models of the BOLD response and its relation to neural activity will be discussed. In the second week, real-time fMRI and neurofeedback studies will be addressed. In neurofeedback studies, subjects see their own brain activity from selected brain regions during an ongoing measurement. The visualized brain activity allows subjects to learn to control (modulate) the fMRI signal level in the selected regions-of-interest. Implications of neurofeedback for basic research questions as well as potential clinical applications will be discussed. In the third week, details of deconvolution analysis for rapid event-related paradigms will be presented. Procedures to optimize stimulus presentation and limitations of rapid designs (nonlinearities) will be discussed. In the fourth week, advanced methods to establish correspondence between brains of different subjects are examined. The importance of brain normalization for random-effects statistical analysis, creation of probabilistic atlases and meta-analyses will be discussed.

The objective of this course is to provide:

- knowledge of recent models about the relationship between neural activity and the BOLD fMRI signal
- knowledge on how to read, analyze and visualize fMRI brain signals in real-time during an ongoing experiment
- possibilities and limitations of fMRI-based neurofeedback
- technical principles on how to simultaneously scan multiple subjects and implications for social fMRI studies
- detailed knowledge of deconvolution analysis for rapid event-related paradigms and approaches to generate optimal experimental designs
- knowledge of advanced methods of brain normalization and its importance for improved random-effects group analyses

Literature

Various articles and book chapters – to be announced

Instructional Approach

Practicals, lectures, and tutorial group meetings will be integrated

Form of Assessment

- presentation of an advanced fMRI method or application
- written exam with open questions

416 CN Magnetic Brain Stimulation (TMS) – 3 Credits

Coordinator: Alex Sack, Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

Since the very beginning of experimental brain research it has always been a dream of neuroscientists to not only watch the brain at work, but actually change and modulate the neuronal activity in the brain without harming patient or subject.

With the aim of Transcranial Magnetic Stimulation (TMS) we are now actually able to non-invasively reach into the skull of a patient or healthy subject and to temporarily alter brain activity at a specific location and a specific moment in time. This possibility opens the door to a wide range of experimental and clinical applications. In combination with methods of functional imaging, we can now not only passively measure the brain activity during the execution of a particular function, but moreover use TMS to increase or decrease the neuronal activity in the task-related brain area in order to reveal the behavioural changes in the actual task performance. This enables us to experimentally identify those brain areas that are functionally relevant to perform a particular function. In a clinical context, TMS has also been used to treat neurological and psychiatric diseases that are accompanied by a pathologically increased or decreased activity in a specific brain region. Since TMS offers the possibility to increase or decrease neuronal activity even beyond the stimulation itself, it might in the future become a powerful therapeutic tool to help treating diseases like depression or schizophrenia

Literature

Various recent journal-articles and book-chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written exam with open questions

417 CN Electro- and Magnetoencephalography – 3 Credits

Coordinator: Milene Bonte, Neurocognition, Tel. (043) 38 84036, 40 Universiteitssingel East, Room 4.777, E-mail: m.bonte@psychology.unimaas.nl

This course intends to provide detailed knowledge on two techniques that have clear advantage over the other methods in terms of temporal resolution: magnetoencephalography (MEG) and electroencephalography (EEG). We will combine practical experience in how to design an MEG/EEG experiment, MEG/EEG data acquisition, and data analysis with a detailed literature study on theoretical and methodological issues in MEG/EEG research. Building on the basic knowledge will be acquired in the first part of the course, and then more advanced data analysis will be examined, including source localisation and the combination of EEG and MEG data.

Cognitive neuroscientists nowadays have the choice to use a range of different imaging methods to investigate human brain functions. Each of these methods has its own strengths and limitations, which have to be taken into account when they are employed to answer a particular research question. MEG and EEG reflect complementary aspects of brain activity with an advantage of MEG over EEG in the localisation of underlying neural sources. Both MEG and EEG have been important in characterizing the time course of neural systems involved in different aspects of perceptual and cognitive processes including those related to auditory and visual perception, attention, language, memory and development.

Literature

Various recent journal-articles and book-chapters – to be announced

Parallel skills training/workshop

Multimethodological approaches workshop

Coordinator(s): Milene Bonte (m.bonte@psychology.unimaas.nl), Alex Sack

(a.sack@psychology.unimaas.nl). This workshop will provide a short introduction in theoretical and practical issues related to the combination of EEG/MEG, TMS and fMRI in neuroscience research (see description 'Workshop: multimethodological approaches').

Instructional Approach

Lectures, tutorial group meetings, and practical sessions

Form of Assessment

Written exam with a minimum of 6 open questions

418 CN Monitoring of (Verbal) Action – 3 Credits

Coordinator: Niels Schiller, Neurocognition, Tel. (043) 38 84041, 40 Universiteitssingel East, Room 4.743, E-mail: n.schiller@psychology.unimaas.nl

The course "Monitoring of action" will focus on monitoring and self-control of motor action. A large part of human behaviour consists of the execution of action such as walking, driving, reaching and grasping, or speaking. Human beings monitor their actions constantly to correct them in the course of their execution if necessary. For instance, we are able to detect obstacles and adapt our kinematic motor planning within fractions of a second, lending flexibility to our action system. Similarly, when speaking we constantly monitor the coordination of processes such as the selection of meanings, retrieval of words, syntactic and phonological encoding, and articulation. This course will first discuss

monitoring of motor action in general such as the monitoring of reaching and grasping movements. Models of motor planning and monitoring will be discussed. Moreover, verbal monitoring will largely be part of this course since it allows investigating two different monitoring routes, i.e. an external and an internal route. Furthermore, the neuronal correlates of action monitoring and error detection, which involve the anterior cingulate cortex, will be discussed. Due to the focus on verbal monitoring, this course will be closely connected to the course "Language processing and attention" and psycholinguistics more generally.

Literature

Various recent journal-articles and book-chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

At least one presentation in the tutorial meetings and a written paper of 10-15 pages

419 CN Neural Correlates of Consciousness – 3 Credits

Coordinator: Rob de Vries, Neurocognition, Tel. (043) 38 81894, 40 Universiteitssingel East, Room 4.767, E-mail: r.devries@psychology.unimaas.nl

Consciousness research is a booming business nowadays. During the nineties of the twentieth century, consciousness experienced a revival in science. Theoretical and experimental psychologists and neuroscientists did empirical research revealing new aspects of the conscious mind. Split brain research, blindsight, the experimental discovery of the 'What and the where system' in visual perception were the first impulses to a new science of consciousness as were Kornhuber's and Libet's experiments on consciousness, free will and the readiness potential. (There existed of course since the sixties of the last centuries a branch of research focussing on altered states of mind.)

Many scientists who are involved in research into consciousness nowadays are optimistic about solving the mysteries of consciousness. Philosophers have a more detached attitude. They are less euphoric than most scientists about the progress of scientific research in this area. In his book *The Conscious Mind: In search of a Fundamental Theory*, the philosopher and mathematician David J. Chalmers distinguishes two types of problems: simple and difficult problems. The distinction itself is trivial and yet illuminating. Simple problems are those questions that appear to deal with consciousness but are reformulated in such terms as: "How does the brain process external stimuli?" "How does the brain integrate incoming information into a whole?" "How does introspective and retrospective reporting of our inner psyche occur, and how reliable is it?" "What are the cognitive effects of hard and soft drugs on our cognitive functioning?" and "What factors influence the content of our dream reporting?" (Note that this does not mean that the simple problems are not sufficiently difficult to solve.) Difficult questions are, for example: "Why do the above mentioned information processing and information production involve conscious experiences?" "Do conscious experiences play a causal part in our actions and our mental life, and if so, what part do they play?" and "How can a physical system create such a 'thing' as conscious experience?"

This course reflects the above mentioned division. It is about the minimal problem every science of consciousness has to answer: What are the neuronal correlates of consciousness? And what does the finding of those neuronal correlates tell us about the solution of the difficult problem. The first question is a scientific one. The second is still a philosophical question. The course will assess the neurocognitive ins and outs of the binding problem. We will look into the proposed neuronal correlates of Bernard Baars global workspace theory of consciousness and into Victor Lamme's theory of feedforward and recurrent processes as neuronal correlate of consciousness. But we won't eschew to pose the 'difficult' questions in this course: the philosophical ones. We will discuss the significance of the whole enterprise. We will ask ourselves question as: do we know more now about our consciousness than before? Will the things we learnt help us to solve the difficult problem? If so, how? If not, is that a problem?

Instructional Approach

Tutorial group meetings and lectures

Form of Assessment

Will be announced

511 CN Neurocognition of Literacy and Numeracy – 3 Credits

Coordinator: Leo Blomert, Neurocognition, Tel. (043) 38 81949, 40 Universiteitssingel East, Room 4.748, E-mail: l.blomert@psychology.unimaas.nl

Learning to read and write is an indispensable skill in literate societies. It is therefore surprising that research into the brain mechanisms enabling literacy acquisition has hardly started. It is even more surprising if we consider that 4% of the population suffers from a specific problem in learning to read and write, despite a normal intelligence. This state of affairs may be contributed to the fact that learning to read and write and the failure thereof have been perceived for a long time as an educational and not a neurocognitive problem. But the deeper reason may be that our brains are evolutionary not prepared for learning a written language. Our brains are probably for a large part hardwired for perceiving and producing speech. Since written language connects symbols (letters) to speech sounds, it is tentative to assume that written language skills develop by building on the already established spoken language system. Development of numeracy may be an even more indispensable skill in our technological society. Again surprisingly brain research in this area of neurocognition has only very recently started. Although learning arithmetic may look as artificial

as learning to read it has in fact a different evolutionary background. Animals possess basic numeracy skills, so our brains may have available basic numeracy networks, but it is as yet unclear how they contribute to the development of arithmetic and math skills. The course will focus on brain studies of literacy development and failure, e.g., developmental dyslexia and on the development of numeracy skills and failure, i.e., developmental dyscalculia.

Literature

Various articles and book chapters – to be announced

Instructional Approach

Lectures and tutorial group meetings will be integrated

Form of Assessment

Written exam with open questions

512 CN Modeling – 3 Credits

Coordinator: Eric Postma, Computer Science, Sint Jacobstraat 6, Room 1.002, Tel. (043) 38 83493, E-mail: postma@cs.unimaas.nl

In present day cognitive neuroscience, psychological experiments generate large amounts of data on processes in the brain. Since the brain is a very complex dynamical system, the interpretation of these data is far from trivial. This course provides students with the basic modelling skills to induce or create models from psychological data acquired in behavioural experiments using EEG or fMRI.

The course starts with an overview of dynamical systems that can be interpreted as models of brain functioning. Examples of such models are: connectionist (or PDP) models, attractor networks, self-organizing feature maps, synfire networks, and liquid-state machines (a.k.a. echo-state networks). The latter models exhibit complex brain-like dynamics that can be read out using trainable classifiers (e.g., perceptrons).

The remainder of the course covers pre-processing, unsupervised, and supervised techniques for the analysis and the automatic classification of brain data. The main pre-processing techniques treated are Fourier transforms and multi-scale wavelet transforms. The unsupervised techniques covered range from principal component analysis to Gaussian mixtures. The supervised learning techniques include neural networks and support vector machines.

Throughout the course, the relations between techniques and known brain mechanisms are explained. Wherever possible, the techniques are related to well-known principles in cognitive neuroscience to facilitate the understanding of the underlying principles. For instance, in the practical sessions, students learn to generate V1-like receptive-field responses from natural images, analyze oscillatory and synchronization properties of interconnected systems of integrate-and-fire neurons, generate topographical “similarity” mappings akin to cortical maps, and train classifiers to perform coordinate transforms similar to those obtained in parietal systems. In addition, students get acquainted with a wide variety of analysis and learning techniques by applying them to real EEG or fMRI data.

At the end of the course, students perform an individual analysis and/or classification study, preferably of relevance to ongoing research. The results are reported in a brief scientific paper.

Prerequisites

Some experience with basic mathematics is helpful. Completion of Matlab skills training.

Literature

Various papers will be made electronically available – to be announced

Parallel skills training/workshop

Modelling skills

Coordinator(s): Eric Postma (postma@cs.unimaas.nl), others to be announced.

In the modelling skills training, students learn to induce models from data using unsupervised and supervised learning and analysis algorithms. All exercises are performed in Matlab.

Instructional Approach

Lectures and tutorial group meetings, practical sessions in the parallel-running skills training

Form of Assessment

Written exam with open questions and a written report on a practical assignment

2.3 SKILLS TRAININGS

421 CN EEG – 2 Credits

Coordinator: Fren Smulders, Experimental Psychology, Tel. (043) 38 81909, 40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl; Mart Bles, Neurocognition, Tel. (043) 3884042, Universiteitsingel 40 East, Room 4.749, M.Bles@Psychology.unimaas.nl

The aim of this training is to give the students hands-on experience with the experimental design, acquisition and analysis of EEG/ERP experiments. First, students will be introduced into the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP (artefact management, spectral analysis, filtering, ERP averaging, etc.). After that, there will be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in

the lab. A simple paradigm will be used that gives reliable results even for a single subject. Data processing will include various EEG analyses that are commonly used, e.g., analyses in the time and frequency domain. Each group will report (also to each other) and discuss their findings.

Literature

Handbook: To be specified

Additional papers (to be assigned)

Practical

Practical sessions for EEG measurement and data analysis

Instructional Approach

Lecture(s) (ERP and basics of signal processing), tutorial groups (study the literature), a lab-session (measurement), and computer-sessions (analysis).

Form of Assessment

Short report (2-4 pages) in abbreviated article-form (intro-methods-results-discussion).

422 CN FMRI – 2 Credits

Coordinators: Elia Formisano, Neurocognition, Tel. (043) 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl; Alard Roebroek, Neurocognition, Tel. (043) 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

The primary goal is to get hands-on experience with the experimental design, acquisition and analysis of functional Magnetic Resonance Imaging (fMRI) experiments. Students get a general experimental question/hypothesis, which should be suitably refined to be testable in an fMRI experiment. They will then design and prepare the experiment. Their designs and experimental setups will be discussed. One/two designs will be actually implemented and scanned. Students engage in the statistical analysis of the scanned datasets. Help and prior preparation, especially in the implementation stage (stimulus programming) and data analysis stage (preparation of data in usable format for analysis in BrainVoyager QX), will be provided by tutors. The tutorial/practicum groups will be left free to test a different hypothesis, and conduct different types of analysis. Each group will report (also to each other) and discuss their findings.

Literature

Functional MRI: An introduction to Methods. (2002) P. Jezzard and S.M. Smith (Eds). Oxford University Press

Additional papers (to be assigned)

Instructional Approach

Tutorial groups (design the studies), lab-sessions (scanning), and computer-sessions (analysis). Some additional work outside the sessions is expected

Form of Assessment

Short report (4-6 pages) in abbreviated article-form

423 CN Neuroanatomy – 1 Credit

Coordinator: Jos Prickaerts, Neurocognition, Tel. (043) 38 81026, 40 Universiteitssingel, Room 2.737, E-mail: j.prickaerts@psychology.unimaas.nl

The aim of the training is to become acquainted with the neuroanatomical terminology and to gain insight into the spatial and functional organisation of the brain. It is essential to have a basic knowledge of the brain anatomy when working in the field of neuropsychology or neurobiology. Many specific brain areas can be linked to particular functions. Thus, knowledge of the brain anatomy and its main functions allows one to directly link specific neurological or psychiatric disorders to particular brain areas. After a short theoretical introduction the students will study whole brains and brain material of mammals at both macroscopical (visual inspection) and microscopical level. The emphasis will be on major brain systems including the basal ganglia and limbic system.

Instructional Approach

Almost exclusively practical: dissection of sheep brain, studying of microscopical slices of rat brain, working with plastic human brain models, CD-ROM programs and textbook.

Form of Assessment

Written exam consisting of at least six open questions

424 CN Presentation/E-prime – 1 Credit

Coordinators: Heidi Koppenhagen, Neurocognition, Tel. (043) 38 84507, 40 Universiteitssingel East, Room 4.731, E-mail: h.koppenhagen@psychology.unimaas.nl; Anita van Oers, Psychiatry & Neuropsychology, Tel. (043) 38 81035, 40 Universiteitssingel East, Room 2.735, E-mail: anita.vanoers@np.unimaas.nl

Presentation is a stimulus delivery and experimental control system for neuroimaging and behavioural research. Presentation does not require high programming skills and offers a very friendly way of designing a test paradigm. Whether you are planning to do behavioural research or physiological research measuring fMRI, EEG, MEG or single neuron recording, Presentation is able to present, control and register your stimuli in synchrony with your measuring device. During the training you will learn to program your own experiment in PCL-language using both visual and auditory stimuli that will be presented randomly. Additionally, the same experiment will be programmed differently to run a) an fMRI experiment and b) an EEG experiment. Having finished this training you will be able to test your own research ideas in reality.

E-prime is a comprehensive suite of applications offering audited millisecond-timing precision, enabling researchers to develop a wide variety of simple to complex experiments in a user-friendly environment that can be implemented with randomized or fixed presentation of text, pictures and sounds (individual or simultaneous). During the training you will learn to program your own experiment in using both visual and auditory stimuli that will be presented randomly. Having finished this training you will be able to test your own research ideas in reality.

Literature

Handouts with literature and exercises

Instructional Approach

Group meetings in which we discuss the 'to-be-programmed-exercises' followed by computer sessions

Form of Assessment

Programming exercises throughout the training

425 CN Diffusion Weighted Imaging and Fiber Tracking – 1 Credit

Coordinator: Alard Roebroek, Neurocognition, Tel. (043) 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

Diffusion weighted imaging and fiber tracking are a set of techniques that use the Magnetic Resonance (MR) scanner to probe fiber-bundles that connect different regions of the brain. Thus, instead of the cerebral grey matter, it is the white matter that is the object of study. The connections between brain-regions are the substrate of the interaction and communication between different brain systems. Thus, knowledge about the anatomy of these anatomical connections is of great importance to cognitive neuroscientists. The anatomy of fiber-tracts is imaged indirectly, by measuring the diffusion of water in the brain. Water diffuses more easily parallel to the direction of surrounding axon-bundles, than perpendicular to it. Thus, by measuring the direction of local diffusion of water, we can infer something about the trajectories of fiber-bundles. After completing this training, the student will have knowledge of i) how the MR scanner can be made sensitive to directed diffusion of water and how the resulting diffusion weighted images can be processed, ii) different models for local water diffusion within a voxel, along with useful quantities that can be derived from them, iii) fiber tracking or tractography: how to get from local models of water diffusion to measures of global connectivity between brain regions. Furthermore, the student will get hands-on experience in analyzing and visualizing actual diffusion weighted MR-data, and in using tractography algorithms and assessing the results.

Literature

Handouts

Selected articles, to be announced

Instructional Approach

Lectures and computer sessions, combined in an interactive format

Form of Assessment

Analysis exercises throughout the training

**426 CN & 427 CN Basic Scientific Programming in C and C++ I and II
– 1 Credit (each)**

Coordinator: Alard Roebroek, Neurocognition, Tel. (043) 38 84039, 40 Universiteitssingel East, Room 4.749, E-mail: a.roebroek@psychology.unimaas.nl

Basic programming skills are an important asset in a scientific environment, even if the development of programs for fMRI or EEG data-processing is not one of the objectives. Many of the programs that are used in scientific research (stimulus programs, data-conversion routines, statistical analysis packages) allow or require writing scripts, batch-code or other high-level programs that control their operation. In this skills-training the objective is to get acquainted with programming in high-level languages in general, and with the syntax of C/C++ in specific. The emphasis will be on constructs, idioms, and algorithms that can be used to solve frequently occurring tasks or problems. Upon completion of this training student will have a basic understanding of: i) syntactic constructs particularly in C++ (variables, control flow structures, functions, classes), ii) common idioms, algorithms and design patterns used to solve simple but common software engineering problems, and iii) made acquaintance with some interesting and relevant applications of programming (e.g., Graphical User Interface (GUI) programming, 3D visualization in OpenGL, creating plugins for Brain Voyager QX, a major fMRI data analysis package).

Literature

Essential C++. (1999) S. Lippman. Addison Wesley.

Other literature, to be announced

Instructional Approach

Lectures, computer sessions, and 'pen-and-paper' exercises combined in an interactive format

Form of Assessment

Programming exercises and 'pen-and-paper' problems throughout the training

521 CN Matlab – 1 Credit

Coordinator: Jens Schwarzbach, Neurocognition, Tel. (024) 36 10658, FC Donders Centre Nijmegen, E-mail: j.schwarzbach@psychology.unimaas

Matlab is a powerful environment for numerical computation, data analysis and visualization. It is, in essence, a programming language that has built in primitives for common scientific tasks that require many operations in other

languages, such as C or Pascal. Examples are tasks such as matrix algebra (used in statistical analysis of data), Fourier transforms (used in signal processing), or 2D or 3D plots for visualization of data or analysis-results. Many complete packages for the analysis of cognitive neuroimaging data (e.g., fMRI data or EEG/MEG data) are implemented in Matlab. Thus, usage of these packages requires at least a basic understanding of Matlab. Furthermore, if more advanced analysis or visualization is needed that is not offered by existing packages, developing such new functionality in Matlab is often the most convenient option. A brief recap of matrix algebra and decompositions serves as an introduction to how Matlab primarily represent and processes data: as matrices. Subsequently, we study in detail the usage of the environment: the prompt, the workspace, getting help, loading and saving data, writing and running m-files (Matlab programs). The most important basic operations, such as filtering data and fitting regression models, will be treated. Finally, the possibilities and usage of extension packages and toolboxes, such as the signal processing toolbox, SPM, and EEG-lab, are discussed.

Instructional Approach

Lectures, computer sessions combined in an interactive format

Form of Assessment

Programming exercises throughout the training

522 CN Data Management – 1 Credit

Coordinator: Arjan Blokland, Neurocognition, Tel. (043) 388 1903, 40 Universiteitssingel East, Room 2.731, E-mail: a.blokland@psychology.unimaas.nl

The aim of this skills training is to acquire basis skills in data management. After doing your scientific research, data have to be prepared for data analysis. Usually, the format of the data acquisition software does not match the requirements of sophisticated statistical software packages (e.g., SPSS or SAS). In this Skill training students will be familiarized with the software package Excel. This program has many features that can be very helpful to overcome time-consuming formatting of data bases. First, an introduction of the basic features of Excel will be presented. Being familiar with these basic aspects is necessary to understand copying of values and formulas (relative or absolute). Also, Excel enables you to make various types of graphs which can be very helpful in making a quick outlook on your data. A fourth aspect that will be dealt with is pivot tables, which is a very helpful tool to organise your data in any manner you find most suitable for your further data handling. A final option that will be dealt with is the use of macro's. These are especially helpful when repetitious changes in layout or recalculations have to be made.

Instructional Approach

There are 3 group meetings of each 2 hours, in which direct demonstrations are given via PC/beamer. Students may provide the instructor data to be used as examples

Form of Assessment

Written Assignment

2.4 MT&S WORKSHOPS

431 CN Real Time fMRI and Neurofeedback – 1 Credit

Coordinator: Rainer Goebel, Neurocognition, Tel. (043) 38 84014, 40 Universiteitssingel East, Room 4.753, E-mail: r.goebel@psychology.unimaas.nl

Recent progress in computer hard- and software allows the real-time analysis of fMRI data providing the basis for “neurofeedback” experiments. In such experiments, subjects see their own brain activity from selected brain regions while they are measured in the scanner. Neurofeedback is thus a way to create a “Brain-Computer Interface” (BCI), which offers interesting basic and clinical applications. Neurofeedback is performed by reading, analyzing and visualizing the fMRI brain signals in real-time during an ongoing experiment. This real-time approach is in contrast to the standard analysis approach in which the huge amount of incoming fMRI signals are recorded first and analyzed hours or days after the experiment.

Neurofeedback applications are discussed, which have shown that with sufficient practice, subjects are indeed able to learn to modulate the brain signals in many brain areas to low and high levels as well as to intermediate signal level intensities. These results are very important for basic neuroscience research because they allow to study the degree to which the brain can modulate its own activity and to potentially unravel the function of hitherto unknown brain areas. Neurofeedback research also touches on deep philosophical issues, such as the neural correlates of free will. It might also be possible in the future to help people with pain or depression by regulating at will the activity in brain areas involved in pain perception or depression.

This workshop provides a thorough introduction in the principles of real-time fMRI as well as practical neurofeedback sessions using the 3T Allegra scanner. The practical sessions allow studying the role of the hemodynamic delay which makes it difficult to learn to modulate brain activity at the beginning of neurofeedback training because the brain signals measured with fMRI follow the mental activity with a delay of four to six seconds.

Prerequisite

Completion of the core course on fMRI

Literature

A reference list of some of the literature cited in the lecture will be made available (in print)

Instructional Approach

Two days: One day introductory lectures and one practical session

Form of Assessment

Mini-Review of 2 pages on a topic touched upon in the lectures

432 CN Advanced Statistics – 4 Credits

Coordinator: Gerard van Breukelen, Methodology and Statistics, Tel. (043) 38 84001, 40 Universiteitssingel East, Room 5.741, E-mail: gerard.vbreukelen@stat.unimaas.nl

Throughout the course, the General Linear Model will serve as a continuous thread. During the first six weeks, participants will be given an in-depth training in standard statistical methods such as ANOVA for between- and within-subject designs, and linear and logistic regression. Prescience of factorial ANOVA, ANCOVA, and multiple linear regression at the bachelor level of, say Psychology or Health Sciences at Maastricht University, will be presumed and these methods will be briefly reviewed. The following advanced topics will be covered: unbalanced factorial designs, between- and within-subject covariates, contrast analysis in ANOVA, interaction, nonlinearity and dummy coding in regression, collinearity and residuals checks, data transformation, multiple logistic regression. The second course half includes the following advanced methods of analysis: mixed (multilevel) linear regression for nested designs and longitudinal studies, multivariate ANOVA and discriminant analysis, and an introduction into structural equations modeling (SEM, also called LISREL). In addition, sample size calculations and optimal design will be covered.

Literature

Not known yet. However, Fox (1997) and Kleinbaum (1998) give a fair impression of the content and level of at least the first course half.

Instructional Approach

Each meeting starts with a lecture (2 hours), followed by self-tuition (2 hours) in the morning. Each afternoon some exercises, either SPSS (first 8 weeks) or paper-and pencil (last 4 weeks) will be done followed by a plenary discussion session. Participants are supposed to prepare themselves for each session by reading some literature. Staff will vary between, but not within weeks, so it will always be clear whom to address for technical questions. General issues can be discussed with the course coordinator.

Form of Assessment

Open-book multiple-choice exam will consist of questions resembling the exercises (general theory, some elementary computations, interpretation of computer output).

References

Fox, J. (1997). Applied regression analysis, linear models, and related methods. Thousand Oaks (CA): SAGE.
Kleinbaum, D.G., Kupper, L.L., Muller, K.E., & Nizam, A. (1998). Applied regression analysis and other multivariable methods. 3rd ed. Pacific Grove (CA): Brooks/Cole.

433 CN Methods of Deactivation – 1 Credit

Coordinators: Peter de Weerd, Neurocognition, Tel. (043) 38 84513, 40 Universiteitssingel East, Room 4.754, E-mail: p.deweerd@psychology.unimaas.nl; Alex Sack, Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

The objective of the workshop is to present a number of lesion methods that are used in current neurocognitive research.

Current neuro-cognitive research in both animal models and humans places a heavy emphasis on the demonstration of physiological correlates of cognitive performance. The correlation between a functional measure of brain activity and behaviour, however, does not in any way imply a causal or direct relationship between both. To show the behavioural relevance of activity in a given brain region, the contribution of that brain region should be blocked and the effect of this block on cognitive behaviour should be assessed.

There are a variety of ways in which activity in a brain region can be prevented or influenced. Some studies use anatomical lesion methods (in animals), while others use reversible methods such as cooling, and pharmacological or genetic manipulations in animals, or transcranial magnetic stimulation (TMS) in human subjects.

The workshop will start with a lecture that gives an overview of different methodologies, which will include a discussion of the advantages and limitations of the different techniques, and issues related to data interpretation. Two other lectures will provide examples of studies using anatomical lesions in monkeys, and TMS in humans.

Literature

A reference list of some of the literature cited in the lecture will be made available (in print)

Instructional Approach

One day: Three lectures of 1.5h followed by discussion (thus, 3 times 2 hours total)

Form of Assessment

Mini-Review of 2 pages on a topic touched upon in the lectures

434 CN Multi-methodological Approaches – 1 Credit

Coordinators: Milene Bonte (EEG/MEG & fMRI), Neurocognition, Tel. (043) 38 84036, 40 Universiteitssingel East, Room 4.777, E-mail: m.bonte@psychology.unimaas.nl; Alex Sack (TMS & fMRI), Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, a.sack@psychology.unimaas.nl

Perceptual and cognitive functions rely on the serial and/or parallel activation of multiple distributed brain areas. Hemodynamic measures (fMRI and PET) provide detailed information on the spatial location of these activated areas, whereas neurophysiological measures (EEG and MEG) can be used to follow the time-course of this activation with millisecond precision. Many research laboratories are currently working on methodological solutions to combine the advantages of these different techniques. Although this is an obvious and crucial next step in cognitive neuroscience, the additional value of a combined methods approach depends on a careful consideration of many theoretical and practical issues. For example, do we want to measure EEG activity during an fMRI measurement, or would it be sufficient to measure EEG and fMRI in separate sessions?

Recently, researchers have not only focused on measuring the brain activity during the execution of a task, but also applied TMS to experimentally manipulate the brain activity. Although behavioural and cognitive consequences have been observed following the magnetic brain stimulation with TMS, the physiological bases of these changes are largely unknown. Is it possible to use fMRI and TMS simultaneously in order to actually measure and visualize the changes of brain activity induced by TMS?

This workshop provides a short introduction in these and other theoretical and practical issues related to the combination of EEG/MEG, TMS and fMRI in neuroscience research.

Instructional Approach

Introductory lecture, and two practical sessions of one day each

Prerequisite

Completion of the core courses on fMRI, EEG/MEG and TMS

Form of Assessment

Mini-review of 2 pages on a topic touched upon in the lectures

435 CN & 436 CN Signal Analysis I & II – 2 Credits (each)

Coordinator: Fabrizio Esposito

Traditional and advanced statistics provide essential knowledge and tools for the correct formulation of scientific inferences and to summarize a research work. Nonetheless, modern techniques in neuroscience research have strongly enriched the amount of information that is possible to extract and analyze from experimental data, especially because of the improved spatial and temporal resolution of the acquisition methods. Most of the new information can be recovered by including in the statistical modeling the “signal” structure of the data, generally due to the physical dimensions of data, time and space. The two “Signal Analysis” courses introduce the practical implementation of the traditional and latest research approaches to time and space signal analysis in the context of neuroscience research.

The first course (Signal Analysis I) is focused on time series analysis from one- and multi-dimensional data, with special emphasis to image time-series processing. The basics of discrete time and space signal acquisition and modeling are presented and discussed in their practical neuroscience applications. The course has the objective to provide the participants with operational understanding of the classical signal analysis techniques like pre-processing, analysis in the frequency, time and amplitude domains, Fourier series, Fourier Transform and FFT, spectral analysis, auto- and cross-correlation analysis, convolution and deconvolution analysis. Practical demonstrations from real world data will reinforce concepts introduced in the lectures, and concise mathematical tutorials will be provided to simplify further readings from the technical literature.

The second course (Signal Analysis II) will introduce the participants to emerging advanced signal analysis techniques, including multivariate component-based analysis and multiresolution wavelet-based time and space signal processing. Lab sessions will be organised to encourage participants to actively try out the discussed methods with appropriate software tools and sample data. The participants will also be welcome to discuss with the instructor different applications of the course methods and how to run the tools on their own data.

Literature

Various recent journal-articles and book-chapters – to be announced

Instructional Approach

Lectures and tutorial group meetings with integrated practical sessions

Form of Assessment

Exam with a minimum of 6 open questions

531 CN Protocol Writing – 2 Credits

Coordinator: Rob Markus, Experimental Psychology, Tel. (043) 38 82474, 40 Universiteitssingel East, Room 3.773, E-mail: r.markus@psychology.unimaas.nl

During this course, students will be familiarized with the different phases of writing scientific protocols and research reports. In advance of their upcoming masters thesis, they will learn to define and crystallize a research question based on its feasibility and scientific relevance; to prepare and structure their arguments and to plan the different parts of the paper; to think about suitable designs and research methods for data acquisition and analysis, and, finally, to learn how to walk through the writing process starting from draft to the final version. This all will be accomplished by

competence-based learning in which they have to integrate factual knowledge (from the literature) into skill-based practice (by exercise).

Instructional Approach

A combination of introductory lectures, literature meetings and practical sessions

Form of Assessment

Written research proposal

2.5 SCHEDULE COGNITIVE NEUROIMAGING

YEAR 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 week	Introduction Week				
7 weeks	Lectures Core Courses Trends-in Neuropsychology & Trends-in Abnormal Psychology (4 credits)	Language and - Attention (4 credits) & Perception and - Attention (4 credits)	Lectures Core Courses	Language and Attention or Perception and Attention	Colloquium (tot. of 5 credits) & EEG Skills Training (2 credits)
7 weeks		Neuroimaging (4 credits) & Sensory and Motor Systems (4 credits)	Lectures Core Courses	Neuroimaging or Sensory and Motor Systems	Colloquium & fMRI Skills Training (2 credits)
Christmas Break					
	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Advanced fMRI (3 credits)	Real Time fMRI and Neurofeedback Workshop (1 credit)	Advanced Statistics (4 credits)	Advanced fMRI	Colloquium & Neuroanatomy Skills Training (1 credit)
4 weeks	Magnetic Brain Stimulation (3 credits)	Methods of Deactivation Workshop (1 credit)		Magnetic Brain Stimulation	Colloquium & Presentation/ E-prime Skills Training (1 credit)
4 weeks	EEG & MEG (3 credits)	Multi-methodological Approaches Workshop (1 credit)		EEG & MEG	Colloquium & Diffusion Weighted Imaging and Fiber Tracking Skills Training (1 credit)
4 weeks	Monitoring of (Verbal) Action (3 credits)		Signal Analysis I Workshop (2 credits)	Monitoring of (Verbal) Action	Colloquium & C ++ I Skills Training (1 credit)
4 weeks	Neural Correlates of Consciousness (3 credits)		Signal Analysis II Workshop (2 credits)	Neural Correlates of Consciousness	Colloquium & C ++ II Skills Training (1 credit)
YEAR 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Neurocognition of - Literacy and Numeracy (3 credits)	Protocol Writing Workshop (2 credits)	Protocol Writing Workshop	Neurocognition of Literacy and - Numeracy	Matlab Skills Training (1 credit)
4 weeks	Modeling (3 credits)			Modeling	Data Management Skills Training (1 credit)
32 weeks	Research Internship & Masters Thesis (50 credits)				

Trends-in courses (402 CN & 403 CN): 12th September-12th December 2005

Colloquia (404 CN): 16th September 2005 - 16th June 2006

Core Courses

411 CN - Language & Attention: 12th September- 25th October 2005

412 CN - Perception & Attention: 13th September- 25th October

413 CN - Neuroimaging: 31st October- 13th December

414 CN - Sensory & Motor Systems: 1st November- 13th December

415 CN - Advanced fMRI: 9th January- 2nd February 2006

416 CN - Magnetic Brain Stimulation: 6th February- 9th March

417 CN - Electro- and Magnetoencephalography: 13th March- 6th April

418 CN - Monitoring of (Verbal) Action: 10th April- 8th May

419 CN - Neural Correlates of Consciousness: 15th May- 12th June

511 CN - Neurocognition of Literacy and Numeracy: 4th September- 28th September

512 CN - Modeling: 2nd October – 26th October

Skills Trainings

- 421 CN** - EEG: 16th September- 28th October **2005**
- 422 CN** - fMRI: 4th November- 16th December
- 423 CN** - Neuroanatomy: 13th January- 3rd February **2006**
- 424 CN** - Presentation/ E-prime: 10th February- 10th March
- 425 CN** - Diffusion Weighted Imaging and Fiber Tracking: 17th March- 7th April
- 426 CN** - C++ I: 21st April- 13th May
- 427 CN** - C++ II: 2nd June- 23rd June
- 521 CN** - Matlab: 8th September- 29th September
- 522 CN** - Data Management: 6th October- 27th October

Workshops

- 431 CN** - Real-time fMRI and Neurofeedback: 24th and 31st January **2006**
- 432 CN** - Advanced Statistics: 11th January – 5th April
- 433 CN** - Methods of Deactivation: 7th March
- 434 CN** - Multi-methodological Approaches: 21st March, 28th March, and 4th April
- 435 CN** - Signal Analysis I: 12th April- 10th May
- 436 CN** - Signal Analysis II: 17th May-14th June
- 531 CN** - Protocol Writing: 5th September- 25th October

3

Neuropsychology

Chapter 3
Neuropsychology

The specialization in Neuropsychology focuses on the relationship between brain and behaviour. In this perspective, behaviour is a broadly defined term and includes cognitive functions (e.g., memory, language, perception, planning, and psychomotor functions) as well as affective functions. These so-called 'brain-behaviour' relationships are addressed on a continuum ranging from 'normal' to 'deviant' in children, adolescents and patient populations. Neurological (e.g., Parkinson disease) and psychiatric disorders (e.g., ADHD, schizophrenia, dementia) will be studied thoroughly. In addition, in the context of psychopharmacology, biological mechanisms are studied which pertain to neurotransmitters, hormones, and drugs that act upon cognitive function and behaviour. Central is the relation between manipulating brain neurochemistry by means of psychoactive substances and cognitive function, in animal and human models. An integrated programme will be presented that includes most aspects of basic and applied neuroscience. Students will have the opportunity to work in a multidisciplinary team consisting of psychologists, biologists and psychiatrists.

Neuropsychology Coordinator: Jan Ramaekers, Neurocognition, Tel. (043) 38 81951, 40 Universiteitssingel East, Room 2.736, E-mail: j.ramaekers@psychology.unimaas.nl

Colloquia Coordinator: Eef Theunissen, Neurocognition, Tel. (043) 38 81940, 40 Universiteitssingel East, Room 2.735, E-mail: e.theunissen@psychology.unimaas.nl

3.1 TRENDS-IN COURSES

401 NP Trends-in Cognitive Neuroimaging – 2 Credits

Coordinator: Alex Sack, Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

Cognitive neuroimaging is an entirely new research field that originally emerged from a combination of traditional sciences such as philosophy, psychology, medicine, and biology that all investigate the principles of perception, behaviour and cognition from different perspectives. As technical developments of different methods and tools in the field of cognitive neuroimaging came forth, and as theoretical application of different mathematical and computer science-based models were used to explain neuronal functioning, additional disciplines, such as physics, mathematics, bioengineering, and computer science materialized as an important part of this research field. Subsequently, an effective research project in cognitive neuroimaging requires an interdisciplinary cooperation.

This Trends-in course will provide students with a broad overview over the general research approaches, methods and techniques as well as applications in the field of Cognitive Neuroimaging. Presented and discussed topics will range from neuronal bases of perception, attention and mental imagery, language and self-monitoring, as well as clinical investigations of dyslexia.

Trends-in lectures are provided by:

- Rainer Goebel
- Elia Formisano
- Alex Sack
- Leo Blomert
- Niels Schiller
- Peter de Weerd

- Bernadette Jansma

403 NP Trends-in Abnormal Psychology – 2 Credits

Coordinator: Arnoud Arntz, Medical Clinical and Experimental Psychology, Tel. (043) 38 81606, Universiteitssingel 50, Room 1.308, Email: arnoud.arntz@mp.unimaas.nl

Abnormal Psychology investigates mental health problems from a psychological perspective, also addressing biological and sociological issues. This course begins by considering the question of what distinguishes abnormal from normal behaviour, then focuses the discussion on current trends and unresolved issues in this field, with sessions organised according to the major disorder clusters. The final lecture and discussion will go beyond mental illness to consider what constitutes mental health and happiness.

Trends-in lectures are provided by:

- Arnoud Arntz
- Frank Peeters
- Reinout Wiers
- Jim van Os
- Susan Bögels
- David Bernstein
- Madelon Peters

3.2 CORE COURSES

441 NP Brain Damage – 4 Credits

Coordinator: Martin van Boxtel, Psychiatry & Neuropsychology, Universiteitssingel 50, Room 1.105, Tel. (043) 38 81028, E-mail: martin.vanboxtel@np.unimaas.nl

This course aims to provide the student with knowledge of brain-behaviour relations by examining the disturbances in psychological functioning that occur in connection with brain injury. The goal in the end is that the students gain insight into the taxonomy of the most important neuropsychological syndromes. The functional disturbances that occur following focal damages in the different parts of the cerebral cortex, connective tissues, and in the limbic and other subcortical brain parts will be examined. The emphasis is on gaining insight into mechanisms. The course starts with a discussion of the general effects of brain injury and the different causes of brain injury. Thereafter, the general and specific dysfunctions with regard to psychological functioning are discussed in connection with injury at the level of the brain stem, diencephalon, and ascending fiber system. Dysfunctions after injury in the posterior neocortex are examined next in relation to perception, spatial orientation, and language. Dysfunctions after injury in the anterior neocortex are discussed in connection to changes in the planning and steering functions. Memory disturbances and affective functions are considered in relation to injuries to the limbic system. Upon completion of this course, the student will have an overview of the functional brain anatomy, brain physiology, and the specific relation between brain structure and psychological functioning. The student is also then familiar with the mechanisms that provide the basis for brain plasticity and regeneration and with the key principles underlying functional recovery after brain injury.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written exam

442 NP Behavioural Disorders – 4 Credits

Coordinator: Dymphie in de Braek, Psychiatry & Neuropsychology, Vijverdal, Dept. F, Tel. (043) 3685264, E-mail: d.indebraek@np.unimaas.nl

This course is intended to impart knowledge about the cognitive dysfunctions that accompany severe neuropsychiatric and neurological disorders and to provide insight into the biological mechanisms and intervention possibilities for these disorders. The course is concerned with the changes in psychological functioning that occur in connection with a number of frequently occurring brain disorders. The intention is to gain insight into the characteristic manifestations of behavioural problems and cognitive functional disturbances along with the brain and behavioural mechanisms that lie at the foundation of these. The emphasis in this course is on the problems associated with such neuropsychiatric phenomena as schizophrenia, compulsive symptoms, epilepsy, and mood disorders. The neuropsychiatric problems associated with a number of the neurological phenomena important for psychologists will also be considered. Attention will be paid to the psychological problems associated with cerebrovascular disturbances and light brain trauma. With respect to the mechanisms that lie at the basis of behavioural and cognitive disorders, both the relevant biological and psychological factors will be considered.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written exam

443 NP Cognitive Aging – 4 Credits

Coordinator: Pascal van Gerven, Neurocognition; Tel. (043) 38 84512, 40 Universiteitssingel East, Room 2.742, E-mail: p.vangerven@psychology.unimaas.nl

This course covers a broad range of topics in the field of cognitive aging. A thorough understanding of normal cognitive aging is considered essential before issues in abnormal aging may be considered. What neurobiological and cognitive mechanisms may determine whether a person ages pathologically, normally or successfully? How can this aging process be influenced? Students will critically reflect on essential theories, state-of-the-art research, established research methods, and clinical interventions to address these questions.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written exam

444 NP Activation, Arousal, and Psychopharmacology – 4 Credits

Coordinator: Annemiek Vermeeren, Neurocognition, Tel. (043) 38 81952, 40 Universiteitssingel East, Room 2.738, E-mail: a.vermeeren@psychology.unimaas.nl

This course focuses on the role of arousal in cognitive and psychomotor performance. Arousal is an important concept in various fields of psychology that is closely linked to other concepts such as activation, alertness, attention, stress and motivation. In performance theories arousal is often thought of as the amount of energy or attentional capacity a person has available to work with. Research in this area is concerned with questions like: how much arousal or attentional capacity is needed to properly think or act? When and why may these energetic resources be insufficient, will errors be made and will accidents occur? What are the effects of drugs, sleep deprivation, circadian rhythm, noise and heat on performance? Are the effects dependent on task characteristics such as stimulus quality, cognitive load, response complexity and duration?

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written exam

445 NP Biopsychology – 3 Credits

Coordinator: Jos Prickaerts, Neurocognition, Tel. (043) 38 81026, 40 Universiteitssingel, Room 2.737, E-mail: j.prickaerts@psychology.unimaas.nl

This course provides an in depth description of biopsychological concepts which have been presented in the bachelor program in the first and third year. It will cover elements from functional neuroanatomy, neurophysiology and psychopharmacology, as applied to brain and behaviour research. Major emphasis will be on the macro- and microanatomy of the brain, neurochemical and neurobiological mechanisms related to neurotransmission, hormones and drug action. With respect to 'function', an elaboration will be given of processes underlying sleep, activation and arousal, sexual behaviour, motivated behaviour, higher cognitive processes and perception.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

446 NP Brain, Learning, and Memory – 3 Credits

Coordinator: Arjan Blokland, Neurocognition, Tel. (043) 388 1903, 40 Universiteitssingel East, Room 2.731, E-mail: a.blokland@psychology.unimaas.nl

There has been a rapid increase in our understanding of the basic mechanisms underlying the consolidation of new information, and its later retrieval. Both data from preclinical research in animal models and in preclinical human models and neuroimaging experiments will be used in this course, together with seminal experiments in patients. Recent theories and experimental data help describe to the student how a multidimensional view of learning and memory can help elucidate the relevant mechanisms both in terms of biology and cognition. Also, the influence of drugs and circumstances which lead to decreased efficiency of information processing are discussed in depth. Successful cognitive development and cognitive aging are contrasted to borderline states and clear-cut pathology.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

447 NP Executive Functions and Control of Action – 3 Credits

Coordinator: Eric Vuurman, Psychiatry & Neuropsychology, Tel. (043) 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@psychology.unimaas.nl

The course presents multidisciplinary information from experimental psychology, neuropsychology, cognitive neuroscience and related disciplines. Various techniques and theoretical models are presented and evaluated, and the neuroscientific basis of the behavioural and cognitive functions is discussed. A key element in our current understanding of behavioural organisation is cognitive control. At present, a redefinition of related concepts (such as inhibition, working memory and executive functioning) is taking place, based on insights from cognitive neuroscience. Throughout the course, emphasis will be on mechanisms of attention, working memory, cognitive shifting, preparation for action, sensorimotor integration, behavioural planning, and monitoring. Various experimental approaches are evaluated.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

448 NP Neuropsychiatric Disorders – 3 Credits

Coordinator: Frans Verhey, Psychiatry & Neuropsychology, Tel. (043) 38 77442, Dr. Tanslaan 10, Room 4.E3.001, E-mail: f.verhey@np.unimaas.nl

The course covers main findings and controversies related to neuropsychiatric disorders with emphasis on brain mechanisms, behavioural and cognitive dysfunction. Both measures used to evaluate biological variables, techniques relevant for assessment of behavioural and cognitive problems are presented. Disorders on the interface between neuropsychiatry and cognitive/behavioural neurology are discussed in aspects of diagnostics and classification. Theories related to dysfunctional brain structures and their relations are presented, with an emphasis on circuits in which prefrontal and temporal structures participate. Dysfunctions on the level of neurotransmitter are presented as well as neuroimaging methods (PET, SPECT, fMRI) used to evaluate changes in metabolism.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

449 NP Neuropsychopharmacology – 3 Credits

Coordinator: Jan Ramaekers, Neurocognition, Tel. (043) 38 81951, 40 Universiteitssingel East, Room 2.736, E-mail: j.ramaekers@psychology.unimaas.nl

This course addresses the influence of drugs upon normal functioning and disease states. Neurobiological and neurochemical mechanisms are presented with the aim to deepen the insight into the various mechanisms of drug action. Major drug classes are reviewed which are used frequently in the treatment of mental disorders and neurological disease, but also other classes of drugs which have side-effects on the central nervous system. Other topics in this course are pharmaco-epidemiology, pharmaco-fMRI, experimental designs used in treatment studies, the influence of drugs on sleep, drugs of abuse, and recreational drugs.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

541 NP Cognitive Development – 3 Credits

Coordinator: Petra Hurks, Neurocognition, Tel. (043) 38 84269, 40 Universiteitssingel East, Room 2.747, E-mail: p.hurks@psychology.unimaas.nl

This course focuses on brain-behaviour relationships in children and adolescents. It addresses the range from 'normal', 'borderline pathology', via focused and selective problems, to children with neurodevelopmental or neuropsychiatric

diseases. A thorough understanding of normal cognitive development is essential before issues in abnormal development may be considered. What neurobiological or psychosocial mechanisms can be identified that may lie at the basis of this difference between normal and abnormal development? Relevant theories, state-of-the-art research, and clinical approaches (e.g., treatment protocols) will be evaluated while addressing this question. In addition, students will be broadly acquainted with typical research methods that are custom in the area of cognitive development, such as cross-sectional and longitudinal designs, and the statistical strategies that are used to make inferences from such studies.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

542 NP Brain, Cognition, and Mental Health – 3 Credits

Coordinator: Jelle Jolles, Psychiatry & Neuropsychology, Tel. (043) 38 81041, Dr. Tanslaan 10, Room 4.E3.002, E-mail: j.jolles@np.unimaas.nl

This course addresses the biological and psychosocial mechanisms which determine mental function and dysfunction. Cognitive problems can be the result of a (neuro) psychiatric or neurological condition, such as depression of acquired brain damage (e.g., Traumatic Brain Injury). On the other hand, impairment of efficient information processing can also be the cause of development of affective problems. This may be the case in varying states such as Attention Deficit Disorder, depression and Mild Cognitive Impairment. The course departs from a multidimensional viewpoint where the various factors which are of importance have to be integrated. Cognitive psychology, cognitive neuroscience, neurology/psychiatry and developmental psychology give important insights in this respect.

Literature

Various recent journal articles and book chapters – to be announced

Instructional Approach

Small lectures and tutorial group meetings

Form of Assessment

Written assignment

3.3 SKILLS TRAININGS

451 NP Neuropsychological Assessments – 2 Credits

Coordinator: Jeanette Dijkstra, Psychiatry & Neuropsychology, Tel. (043) 38 74117, Dr Tanslaan 10, Room 4.G4.034, E-mail: j.dijkstra@np.unimaas.nl

The aim of this skills training is to acquire basic skills necessary for collecting neuropsychological data from subjects and patients. The courses Brain Damage and Behavioural Disorders run in parallel and offer one combined practical: Neuropsychological Assessment I. Elements of psychological research in relation to 1) intellect, 2) cognition, 3) mood, 4) personality and 5) behaviour will be discussed. It starts with an introductory lecture in which the principles and interpretation of neuropsychological diagnostics are discussed, which are illustrated with case studies. Tests used in the practical are demonstrated, including their interpretation and how to report the outcomes. Next, students are trained in neuropsychological history taking which they will perform on trained actors who simulate different kinds of neurological or neuropsychiatric pathology. Furthermore, students are trained in behavioural observation by watching the neuropsychological examination of different patients on video. Finally, using data from the patient history, test observation and examination results, each student writes a comprehensive neuropsychological report, which is graded. In a final tutorial group meeting specific problems of the assessments and the individual reports are discussed.

Instructional Approach

5-6 meetings

Form of Assessment

Graded patient report

452 NP Basic Cognitive Psychological Skills – 2 Credits

Coordinator: Eric Vuurman, Psychiatry & Neuropsychology, Tel. (043) 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@psychology.unimaas.nl

This course focuses on the acquisition of basic skills needed in cognitive performance research. The course is centred around a psychological experiment studying the detrimental effects of arousal manipulation (environmental noise) on cognitive processing. Students will learn to use and adapt a computerized reaction-time experiment, collect data and perform data analysis. Besides hands-on experience using a computerized test battery, emphasis will be placed on the role of pencil and paper tests to describe cognitive performance. Students will be required to recruit a small number of subjects and administer the test battery according to a pre-defined protocol. An overview of techniques and tests will be given that are currently used to evaluate performance in a number of cognitive domains, such as language, perception, attention and executive functions.

Instructional Approach

Formal introduction in the first week, followed by 6 weeks in which the experiment is carried out and reported. This will be done by pairs of students. Each week a 1-hour meeting will be staged with entire group to provide feedback and discussion.

Form of Assessment

Research report on the experiment

453 NP Neuroanatomy – 1 Credit

Coordinator: Jos Prickaerts, Neurocognition, Tel. (043) 38 81026, 40 Universiteitssingel, Room 2.737, E-mail: j.prickaerts@psychology.unimaas.nl

The aim of the training is to become acquainted with the neuroanatomical terminology and to gain insight into the spatial and functional organisation of the brain. It is essential to have a basic knowledge of the brain anatomy when working in the field of neuropsychology or neurobiology. Many specific brain areas can be linked to particular functions. Thus, knowledge of the brain anatomy and its main functions allows one to directly link specific neurological or psychiatric disorders to particular brain areas. After a short theoretical introduction the students will study whole brains and brain material of mammals at both macroscopical (visual inspection) and microscopical level. The emphasis will be on major brain systems including the basal ganglia and limbic system.

Instructional Approach

Almost exclusively practical: dissection of sheep brain, studying of microscopical slices of rat brain, working with plastic human brain models, CD-ROM programs, and textbook.

Form of Assessment

Exam consisting of at least six open questions

454 NP Presentation/E-prime – 1 Credit

Coordinators: Heidi Koppenhagen, Neurocognition, Tel. (043) 38 84507, 40 Universiteitssingel East, Room 4.731, E-mail: h.koppenhagen@psychology.unimaas.nl; Anita van Psychiatry &, Neuropsychology, Tel. (043) 38 81035, 40 Universiteitssingel East, Room 2.735, E-mail: anita.vanoers@np.unimaas.nl

Presentation is a stimulus delivery and experimental control system for neuroimaging and behavioural research. Presentation does not require high programming skills and offers a very friendly way of designing a test paradigm. Whether you are planning to do behavioural research or physiological research measuring fMRI, EEG, MEG or single neuron recording, Presentation is able to present, control and register your stimuli in synchrony with your measuring device. During the training you will learn to program your own experiment in PCL-language using both visual and auditory stimuli that will be presented randomly. Additionally, the same experiment will be programmed differently to run a) an fMRI experiment and b) an EEG experiment. Having finished this training you will be able to test your own research ideas in reality.

E-Prime is a comprehensive suite of applications offering audited millisecond-timing precision, enabling researchers to develop a wide variety of simple to complex experiments in a user-friendly environment that can be implemented with randomized or fixed presentation of text, pictures and sounds (individual or simultaneous). During the training you will learn to program your own experiment in using both visual and auditory stimuli that will be presented randomly. Having finished this training you will be able to test your own research ideas in reality.

Literature

Handouts with literature and exercises

Instructional Approach

Group meetings in which we discuss the 'to-be-programmed-exercises' followed by computer sessions

Form of Assessment

Programming exercises throughout the training

455 NP Psychophysiological Skills – 1 Credit

Coordinator: Pascal van Gerven, Neurocognition, Tel. (043) 38 84512, 40 Universiteitssingel East, Room 2.742, E-mail: p.vangerven@psychology.unimaas.nl; Eric Vuurman, Psychiatry & Neuropsychology, Tel. (043) 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@psychology.unimaas.nl

The goal of this skills training is to acquire basis skills in major peripheral psychophysiological methods which are used in neuropsychological research and practice and to evaluate the criteria needed to choose psychophysiological methods in neuropsychological research.

The training consists of four meetings. In the first meeting an overview will be presented of the psychophysiological methods which are relevant for Neuropsychology with their possibilities. The second through fourth meeting will be devoted to three major domains in psychophysiology, namely 1) cardiovascular psychophysiology (heart rate, heart rate variability, blood pressure measurements, galvanic skin response), 2) eye movements and pupillometry (e.g., saccadic eye movements, fixations, blink rate and pupil dilation). Through the four sessions, hands on experience will be offered in the laboratory. Basic guidelines about data collection and analysis will be provided. Examples are provided with respect to the relation between basic psychophysiological variables and cognitive variables such as memory load, mental effort, attention, and cognitive (e.g., inhibitory) control.

Instructional Approach

Four meetings including lectures, demonstrations, practicals and working group discussions

Form of Assessment

Report on the procedures, approach, dependent variables and problems presented through the practicals

456 NP Neuropsychological and Neuropsychiatric Instruments I: Scales and questionnaires – 1 Credit

Coordinator: Renate de Groot, Psychiatry & Neuropsychology, Tel. (043) 38 81038, Dr Tanslaan 10, Room 4.E3.007, E-mail: RHM.degroot@np.unimaas.nl

The aim of this skills training is to get an overview of rating scales, survey methods and questionnaires used in clinical research and population research in the domain of neuropsychology/neuropsychiatry and to acquire basic skills in the use of some major instruments.

The training consists of four meetings. In the first meeting, an overview will be presented of the instruments which are relevant for neuropsychology/neuropsychiatric research in clinical settings and in the population. The second through fourth meeting will be devoted to three classes of instruments and their strengths and weaknesses. Examples will be provided on the various possibilities with respect to the choice of instruments with a focus upon the relevance for neuropsychology/- neuropsychiatry. Hands on experience will be provided with respect to measures used for rating, scoring, and reliability. The three domains are, respectively 1) instruments used for the assessment of psychopathology, notably depression, anxiety, mental fatigue and related conditions, 2) instruments used for the assessment of cognitive or behavioural dysfunctions (e.g., Neuropsychiatric Inventory, Memory Assessment scales, MMSE, ADAS, Camdex), 3) instruments for the assessment of neuropsychological functions and dysfunctions and their determinants in large scale experimental studies and population research (e.g., SLC-90, Quality of Life Scales, MAAS survey scales).

Instructional Approach

Four meetings including lectures, demonstrations, practicals and working group discussions

Form of Assessment

Report on the procedures, approach, dependent variables and problems presented through the practicals

457 NP Neuropsychological and Neuropsychiatric Instruments II: Cognitive tasks and neuropsychological tests – 1 Credit

Coordinator: Ron Keulen, Psychiatry & Neuropsychology, Tel. (043) 38 84126, Dr Tanslaan 10, Room 4.E3.007, E-mail: r.keulen@np.unimaas.nl

The aim of this training is to get an overview of cognitive tasks and neuropsychological tests which are used in experimental and clinical neuropsychological research and to acquire basic skills in the use of some major instruments

The course consists of four meetings. In the first meeting, an overview will be presented of the instruments which are relevant for experimental and clinical neuropsychological research. The second through fourth meeting will be devoted to three classes of instruments and their strengths and weaknesses. Examples will be provided on the various possibilities with respect to the choice of instruments. Hands on experience will be provided with respect to measures used for data-reduction, data-analysis, scoring and the use of norms. The three domains are, respectively 1) cognitive neuropsychological methods, notably basic and complex reaction time measurements which are based upon experimental/cognitive psychology (emphasis on measurement of attention and psychomotor functioning as well as basic information processing speed), 2) experimental neuropsychological methods used in clinical research for the assessment of memory functions and executive functioning, 3) neuropsychological methods used for experimental clinical research including intervention research (other cognitive domains, testbatteries in parallel versions). The skills course complements the skills 1 and 2 courses and the workshop on advanced neuropsychological testing and elaborates on the methods and their possibilities.

Instructional Approach

Four meetings including lectures, demonstrations, practicals and working group discussions

Form of Assessment

Report on the procedures, approach, dependent variables and problems presented through the practicals

551 NP EEG (Elective) – 2 Credits

Coordinator: Fren Smulders, Experimental Psychology, Tel. (043) 38 81909, 40 Universiteitssingel East, Room 3.744, E-mail: f.smulders@psychology.unimaas.nl; Mart Bles, Neurocognition, Tel. (043) 3884042, Universiteitsingel 40 East, Room 4.749, Email: m.bles@Psychology.unimaas.nl

The aim of this training is to give the students hands-on experience with the experimental design, acquisition and analysis of EEG/ERP experiments. First, students will be introduced into the possibilities and limitations of EEG and ERP research: how to set up a proper experimental paradigm, and how to interpret the resulting data. Furthermore, students receive a general introduction into basic signal analysis, and into some specific analyses of EEG and ERP (artefact management, spectral analysis, filtering, ERP averaging, etc.). After that, there will be a hands-on training in smaller groups in running an ERP experiment, including electrode application, minimizing artifacts, and hygiene and safety in the lab. A simple paradigm will be used that gives reliable results even for a single subject. Data processing will include various EEG analyses that are commonly used, e.g., analyses in the time and frequency domain. Each group will report (also to each other) and discuss their findings.

Literature

Handbook: To be specified

Additional papers (to be assigned)

Practical

Practical sessions for EEG measurement and data analysis

Instructional Approach

Lecture(s) (ERP and basics of signal processing), tutorial groups (study the literature), a lab-session (measurement), and computer-sessions (analysis)

Form of Assessment

Short report (2-4 pages) in abbreviated article-form (introduction-methodsresults-discussion)

552 NP Neuropsychological Treatment Intervention (Elective) – 1 Credit

Coordinator: Jelle Jolles, Psychiatry & Neuropsychology, Tel. (043) 38 81041, Dr. Tanslaan 10, Room 4.E3.002, E-mail: j.jolles@np.unimaas.nl; Renate de Groot, Psychiatry & Neuropsychology, Tel. (043) 38 81038, Dr Tanslaan 10, Room 4.E3.007, E-mail: RHM.degroot@np.unimaas.nl

The aim of this training is to get an overview of designs used in clinical and experimental neuropsychological intervention studies and into the diverse possibilities with respect to both cognitive/behavioural interventions (e.g., training, courses) and biological interventions (e.g., nutritional and psychopharmacological interventions).

The course will address both the content of neuropsychological interventions as well as the procedures and designs that can be used for the execution of 'evidence-based research'. Through the meetings, an elaboration will be given on the basic premises, and the basic 'pitfalls' in this type of research and the possibilities to circumvent these problems by proper choice of approach and design. Various designs are compared with their strengths and weaknesses (e.g., experimental studies, quasi-experimental designs, intention-to-treat, single case designs, challenge-studies, depletion studies). The various meetings are devoted to the following domains: 1) neuropsychological training and rehabilitation, 2) neuropsychological psycho-education, 3) 'cognitive' approaches and 'eclectic' courses, 4) nutritional and psychopharmacological interventions. Through the meetings, information will be provided with respect to Medical Ethical aspects and hands on experience in submitting a METC protocol including 'information for the patient'. In addition, examples will be provided.

Instructional Approach

Group meetings including lectures, demonstrations, practicals and working group discussions

Form of Assessment

Report on the procedures, approach, dependent variables and problems presented through the practicals and short exam containing four open questions

553 NP Data management (Elective) – 1 Credit

Coordinator: Arjan Blokland, Neurocognition, Tel. (043) 38 81903, 40 Universiteitssingel East, Room 2.731, E-mail: a.blokland@psychology.unimaas.nl

The aim of this skills training is to acquire basis skills in data management. After doing your scientific research, data have to be prepared for data analysis. Usually, the format of the data acquisition software does not match the requirements of sophisticated statistical software packages (e.g., SPSS or SAS). In this Skill training students will be familiarized with the software package Excel. This program has many features that can be very helpful to overcome time-consuming formatting of data bases. First, an introduction of the basic features of Excel will be presented. Being familiar with these basic aspects is necessary to understand copying of values and formulas (relative or absolute). Also, Excel enables you to make various types of graphs which can be very helpful in making a quick outlook on your data. A fourth aspect that will be dealt with is pivot tables, which is a very helpful tool to organise your data in any manner you find most suitable for your further data handling. A final option that will be dealt with is the use of macro's. These are especially helpful when repetitious changes in layout or recalculatiOns have to be made.

Instructional Approach

There are 3 group meetings of each 2 hours, in which direct demonstrations are given via PC/beamer. Students may provide the instructor data to be used as examples

Form of Assessment

Written assignment

3.4 MT&S WORKSHOPS

461 NP Research Theory and Designs – 1 Credit

Coordinator: Jelle Jolles, Psychiatry & Neuropsychology, Tel. (043) 38 81041, Dr Tanslaan 10, Room 4.E3.002, E-mail: j.jolles@np.unimaas.nl

The aim is to provide the student a basic understanding of the theoretical and practical issues which are important for the execution of 'evidence-based' intervention research in the domain of brain & behaviour.

This workshop will elaborate on basic issues of research theory and methodology of scientific research with a focus upon the domain of brain & behaviour. There are four sessions. The first session is devoted to a comprehensive review of issues involving the empirical cycle, epistemology, explanatory power and appeal of theories, and deriving hypotheses from theories. The second through fourth session will provide an in-depth evaluation of theoretical and

methodological issues in brain & behaviour research, notably cognitive and clinical neuropsychology/neuropsychiatry. The following issues will be addressed: 1) issues related to the similarities and differences in approaches, conceptualisations, and theoretical background in the various domains of neuropsychology (e.g., cognitive/experimental, clinical, medical, developmental neuropsychology, cognitive neuroscience, basic neuroscience and clinical neuroscience) 2) issues related to causality (e.g., causal or correlative inferences), 3) issues related to the multifactorial nature of cognitive/behavioural functioning (e.g., biological versus environmental determinants, 'nature versus nurture', risk factors and protective factors), 4) issues related to possibilities for execution of neuropsychological research (designs, short overview of statistical approaches).

Instructional Approach

Discussion groups, formal presentations, use of research reports and publications as 'discussion material'

Form of Assessment

Written assignment

462 NP Advanced Statistics – 4 Credits

Coordinator: Gerard van Breukelen, Methodology and Statistics, Tel. (043) 38 84001, 40 Universiteitssingel East, Room 5.741, E-mail: gerard.vbreukelen@stat.unimaas.nl

Throughout the course, the General Linear Model will serve as a continuous thread. During the first six weeks, participants will be given an in-depth training in standard statistical methods such as ANOVA for between- and within-subject designs, and linear and logistic regression. Prescience of factorial ANOVA, ANCOVA, and multiple linear regression at the bachelor level of, say Psychology or Health Sciences at Maastricht University, will be presumed and these methods will be briefly reviewed. The following advanced topics will be covered: unbalanced factorial designs, between- and within-subject covariates, contrast analysis in ANOVA, interaction, nonlinearity and dummy coding in regression, collinearity and residuals checks, data transformation, multiple logistic regression. The second course half includes the following advanced methods of analysis: mixed (multilevel) linear regression for nested designs and longitudinal studies, multivariate ANOVA and discriminant analysis, and an introduction into structural equations modeling (SEM, also called LISREL). In addition, sample size calculations and optimal design will be covered.

Literature

Not known yet. However, Fox (1997) and Kleinbaum (1998) give a fair impression of the content and level of at least the first course half.

Instructional Approach

Each meeting starts with a lecture (2 hours), followed by self-tuition (2 hours) in the morning. Each afternoon some exercises, either SPSS (first 8 weeks) or paper-and pencil (last 4 weeks) will be done followed by a plenary discussion session. Participants are supposed to prepare themselves for each session by reading some literature. Staff will vary between, but not within weeks, so it will always be clear whom to address for technical questions. General issues can be discussed with the course coordinator.

Form of Assessment

Open-book multiple-choice exam will consist of questions resembling the exercises (general theory, some elementary computations, interpretation of computer output).

References

Fox, J. (1997). Applied regression analysis, linear models, and related methods. Thousand Oaks (CA): SAGE.
Kleinbaum, D.G., Kupper, L.L., Muller, K.E., & Nizam, A. (1998). Applied regression analysis and other multivariable methods. 3rd ed. Pacific Grove (CA): Brooks/Cole.

463 NP Advanced Neuropsychological Testing – 1 Credit

Coordinators: Sven Stapert, Neurocognition, Tel. (043) 38 81912, 40 Universiteitssingel East, Room 2.731, E-mail: s.stapert@psychology.unimaas.nl

In this workshop the aim is to train students in the use of neuropsychological tests and interpretation of data in relation to a conceptual model of brain-behaviour relationships. The constructs and assessment of higher cognitive functions will be discussed. Hands-on experience with cognitive testing is part of the workshop. Models of cognitive psychology, including models of memory, attention, language, information processing, and intelligence are reviewed. Special focus is put on test paradigms from the field of clinical neuropsychology used to probe domain-specific functions.

Instructional Approach

Practical in neuropsychological assessment.

Distinguishing neurological, psychiatric and test-taking conditions: presentations by clinical neuropsychologists, discussing clinical cases.

Form of Assessment

Interpretation of neuropsychological test-data in a short paper

464 NP Research Ethics – 1 Credit

Coordinators: Eef Theunissen, Neurocognition, Tel. (043) 38 81940, 40 Universiteitssingel East, Room 2.735, E-mail: e.theunissen@psychology.unimaas.nl; Silvia Evers, Tel. (043) 38 84593, 40 Universiteitssingel East, Room 5.732a, E-mail: s.evers@psychology.unimaas.nl

Students will learn to think critically about ethical dilemmas that psychologists encounter when exercising their profession. This workshop will discuss legal and ethical conflicts that are involved in psychological research and clinical

practice. Students will be introduced to the ethical and legal rules and boundaries in human research, and to the organisations and institutes supervising the application of these rules.

Psychologists always need to make sure that they carry out their work in an ethical and legally sound way. However, there is often a conflict of interests of the involved parties. In all circumstances, however, it is the psychologist's primary task to secure the patients/participants welfare and to keep risks at to a minimum. Therefore psychologists should know which ethical aspects are of importance and which laws and rules need to be applied and also which institutions supervise on the application of these rules. In addition, these aspects should be taken into consideration when writing and submitting a research proposal to an ethical commission.

The following topics will be discussed:

- Examples of ethical and legal failings
- Necessity of ethical and legal rules
- Different guidelines: declaration of Helsinki, guidelines for Good Clinical Practice, etc.
- Working with participants/patients: rights and duties, confidentiality, data processing and storage, etc.
- Applying ethical and legal rules in e.g., protocol, case report form, informed consent, etc.
- Ethical and legal reviews

Instructional Approach

Lectures and discussion groups

Form of Assessment

Written assignment

465 NP Epidemiology – 1 Credit

Coordinators: Marcus Huibers, Medical Clinical and Experimental Psychology, Tel. (043) 38 81487, Universiteitssingel 50, Room 1.353, E-mail: m.huibers@-DMKEP.unimaas.nl

Epidemiology often is referred to as “quantitative medicine”. In general, epidemiology deals with methodology issues in the field of health research, including mental health. Students in this workshop will be introduced to the principles of epidemiological research. Topics that are covered in the workshop include: frequency measures, association measures, sources of bias, validity issues, cohort studies, clinical trials, and systematic reviews. The theory of epidemiology will be studied and applied in interactive workshop sessions.

Instructional Form

Format of the workshop is a series of four weekly 2-hour sessions. Starting each session, the lecturer will give a 30-minute presentation of the topics covered in that session, followed by a 30-minute discussion of these topics. The second hour will be spent on group assignments under supervision of the lecturer.

Required reading will consist of several chapters from a clinical epidemiology textbook and additional research papers. In addition to the workshops sessions, students are expected to spend at least 5 hours a week on reading and homework assignments.

Form of Assessment

Group assignment:

During the entire workshop, students will work on a research proposal in groups of three or four (depending on the number of students). Students will prepare the proposal during the sessions; the remainder of the work is part of the homework assignments. At the end of the fourth session, each group will give a 10-minute presentation, after which the written proposal is handed in. The lecturer will evaluate the research proposals.

466 NP Imaging – 2 Credits

Coordinator: Elia Formisano, Neurocognition, Tel. (043) 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl

This workshop is intended to provide:

- introductory knowledge of the basic principles underlying the most common imaging methods
- appreciation of potentialities and limitations of various neuroimaging methods in studying human brain functions and dysfunctions.

The investigation of human brain anatomy and functions using a range of imaging methods represents the most influential development in Psychology in the last years. In this workshop essential facts about all major structural and brain mapping techniques, including Positron Emission Tomography (PET) and SPECT, structural and functional Magnetic Resonance Imaging (fMRI) will be reviewed. The focus will be on the strengths and weaknesses of each of these methods and on the description of relevant applications in the normal and pathological brain.

Instructional Approach

Lectures, paper discussion, and demonstration visit to the MRI scanner

Form of Assessment

Open questions

467 NP Psychopharmacology – 1 Credit

Coordinators: Wim Riedel, Neurocognition, Tel. (043) 38 84270, 40 Universiteitssingel East, Room 2.732, E-mail: w.riedel@psychology.unimaas.nl; Brian Leonard

The workshop aims to present Psychopharmacology in a broad sense. The multidisciplinary nature of psychopharmacology encompasses pharmacology, molecular biology, genetics, physiological psychology, experimental, clinical and cognitive neuropsychology and biological psychiatry. The emphasis will be on understanding drug development, drug action, drug research, animal and human pharmacological models of clinical disorders, experimental / clinical trial design and the development of biomarkers, real measures and surrogate measures of drug efficacy.

The course will focus on four major areas in Psychopharmacology: Depression, Anxiety, Psychosis and Cognition. These areas will be illuminated from both the perspectives of basic neuroscience including animal subjects as well as experimental and clinical human psychopharmacology.

Instructional Approach

Each half-day the programme will consist of a sequence of three elements:

- 1 or 2 Key-note Lectures by Internationally renowned speakers
- Presentations by PhD students or junior researchers
- Round table group discussions

Key-note lectures and chairmanships of the roundtable discussions will be given by national and international guest lecturers.

The workshop offers plenty of opportunity for the Masters student to interact with PhD students, junior and senior staff and the invited guest speakers who are Key Opinion Leaders in Psychopharmacology.

Form of Assessment

Written assignment

561 NP Protocol Writing – 2 Credits

Coordinator: Rob Markus, Experimental Psychology, Tel. (043) 3882474, 40 Universiteitssingel East, Room 3.773, E-mail: r.markus@psychology.unimaas.nl

During this course, students will be familiarized with the different phases of writing scientific protocols and research reports. In advance of their upcoming masters thesis, they will learn to define and crystallize a research question based on its feasibility and scientific relevance; to prepare and structure their arguments and to plan the different parts of the paper; to think about suitable designs and research methods for data acquisition and analysis, and, finally, to learn how to walk through the writing process starting from draft to the final version. This all will be accomplished by competence-based learning in which they have to integrate factual knowledge (from the literature) into skill-based practice (by exercise).

Instructional Approach

A combination of introductory lectures, literature meetings and practical sessions

Form of Assessment

Written research proposal

3.5 SCHEDULE NEUROPSYCHOLOGY

YEAR 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 week	Introduction Week				
7 weeks	Lectures Core Courses Trends-in Cognitive Neuroimaging & Trends-in Abnormal Psychology (4 credits)	Brain Damage (4 credits) & Behavioural - Disorders (4 credits)	Lectures Core Courses	Brain Damage or Behavioural - Disorders	Colloquium (tot. of 5 credits) & Neuropsychological Assessments Skills Training (2 credits)
7 weeks		Cognitive Aging (4 credits) & Activation, Arousal and Psychopharmacology (4 credits)	Lectures Core Courses	Cognitive Aging or Activation, Arousal and Psychopharmacology	Colloquium & Basic Cognitive Psychological Skills Skills Training (2 credits)
Christmas Break					
	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Biopsychology (3 credits)	Research Theory and Designs Workshop (1 credit)	Advanced Statistics (4 credits)	Biopsychology	Colloquium & Neuroanatomy Skills Training (1 credit)
4 weeks	Brain, Learning and Memory (3 credits)	Advanced Neuropsychological Testing Workshop		Brain, Learning and Memory	Colloquium & Presentation/ E-prime Skills Training (1 credit)

		(1 credit)			
4 weeks	Executive Function and Control of Action (3 credits)	Research Ethics Workshop (1 credit)		Executive Function and Control of Action	Colloquium & Psychophysiological Skills Training (1 credit)
4 weeks	Neuropsychiatric - Disorders (3 credits)	Epidemiology - Workshop (1 credit)	Imaging Workshop (2 credits)	Neuropsychiatric Disorders	Colloquium & Neuropsychological and Neuropsychiatric Instruments I Skills Training (1 credit)
4 weeks	Neuropsychopharmacology (3 credits)	Psychopharmacology Workshop (1 credit)	Psychopharmacology	Neuropsychopharmacology	Colloquium & Neuropsychological and Neuropsychiatric Instruments II Skills Training (1 credit)
YEAR 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Cognitive Development (3 credits)	Protocol Writing Workshop (2 credits)	Protocol Writing Workshop	Cognitive - Development	Electives: EEG (2 credits), Neuropsychological Treatment Intervention Skills Training (1 credit)
4 weeks	Brain, Cognition, and Mental Health (3 credits)			Brain, Cognition, and Mental Health	Elective: Data management Skills Training (1 credit)
32 weeks	Research Internship & Masters Thesis Optional: Clinical Internship & Minors Thesis (50 credits)				

Trends-in courses (401 NP & 403 NP): 12th September-12th December **2005**

Colloquia (404 NP): 16th September **2005** - 16th June **2006**

Core Courses

- 441 NP** - Brain Damage: 12th September- 25th October **2005**
- 442 NP** - Behavioural Disorders: 13th September- 25th October
- 443 NP** - Cognitive Aging: 31st October- 13th December
- 444 NP** - Activation, Arousal, and Psychopharmacology: 1st November - 13th December
- 445 NP** - Biopsychology: 9th January- 2nd February **2006**
- 446 NP** - Brain, Learning, and Memory: 6th February- 9th March
- 447 NP** - Executive Function and Control of Action: 13th March- 6th April
- 448 NP** - Neuropsychiatric Disorders: 10th April- 8th May
- 449 NP** - Neuropsychopharmacology: 15th May- 12th June
- 541 NP** - Cognitive Development: 4th September- 28th September
- 542 NP** - Brain, Cognition, and Mental Health: 2nd October – 26th October

Skills Trainings

- 451 NP** - Neuropsychological Assessments: 16th September- 28th October **2005**
- 452 NP** - Basic Cognitive Psychological Skills: 4th November- 16th December
- 453 NP** - Neuroanatomy: 13th January- 3rd February **2006**
- 454 NP** - Presentation/ E-prime: 10th February- 10th March
- 455 NP** - Psychophysiological Skills: 17th March- 7th April
- 456 NP** - Neuropsychological and Neuropsychiatric Instruments I: 21st April- 13th May
- 457 NP** - Neuropsychological and Neuropsychiatric Instruments II: 2nd June- 23rd June
- 551 NP** - EEG (Elective): 8th September- 29th September
- 552 NP** - Neuropsychological Treatment Intervention (Elective): 8th September- 29th September
- 553 NP** - Data Management (Elective): 6th October- 27th October

Workshops

- 461 NP** - Research Theory and Designs: 10th January- 31st January **2006**
- 462 NP** - Advanced Statistics: 11th January – 5th April
- 463 NP** - Advanced Neuropsychological Testing: 7th February- 10th March
- 464 NP** - Research Ethics: 14th March- 4th of April
- 465 NP** - Epidemiology: 11th April- 2nd May
- 466 NP** - Imaging: 9th and 10th May
- 467 NP** - Psychopharmacology: 23rd and 24th May
- 561 NP** - Protocol Writing: 5th September- 25th October

4

Abnormal Psychology

Chapter 4
Abnormal Psychology

The specialization in Abnormal Psychology provides students the theoretical background and clinical insights necessary for future research in the various fields related to mental health; in particular experimental psychopathology, clinical psychology, and psychiatry. The interactive core seminars cover biopsychosocial theories and state-of-the-art research on the epidemiology, genetics, psychological and neurobiological mechanisms underlying onset and course, treatment, and prevention of mental disorders throughout the life cycle. In addition to coverage of specific disorders, attention is paid to positive psychology and to broader issues and controversies, such as gender and cultural differences, the validity of experimental and animal models of psychopathology, and gene-environment interactions. The programme includes training in diagnostic and other clinical skills, as well as research experience in health care settings. The possibility of choosing course elements from the other two specializations affords students not only an in-depth understanding of the multidisciplinary approaches to psychopathology but also the opportunity to tailor the programme along the lines of their personal research interests.

Abnormal Psychology Coordinator: Nancy Nicolson, Psychiatry and Neuropsychology, Tel. (043) 38 82595, Email: n.nicolson@sp.unimaas.nl

Colloquia Coordinator: Anne Roefs, Experimental Psychology, Tel. (043) 38 82191, 40 Universiteitssingel, Room 3.747, E-mail: a.roefs@psychology.unimaas.nl

4.1 TRENDS-IN COURSES

401 AP Trends-in Cognitive Neuroimaging – 2 Credits

Coordinator: Alex Sack, Neurocognition, Tel. (043) 38 84267, 40 Universiteitssingel East, Room 4.765, E-mail: a.sack@psychology.unimaas.nl

Cognitive neuroimaging is an entirely new research field that originally emerged from a combination of traditional sciences such as philosophy, psychology, medicine, and biology that all investigate the principles of perception, behaviour and cognition from different perspectives. As technical developments of different methods and tools in the field of cognitive neuroimaging came forth, and as theoretical application of different mathematical and computer science-based models were used to explain neuronal functioning, additional disciplines, such as physics, mathematics, bioengineering, and computer science materialized as an important part of this research field. Subsequently, an effective research project in cognitive neuroimaging requires an interdisciplinary cooperation.

This Trends-in course will provide students with a broad overview over the general research approaches, methods and techniques as well as applications in the field of Cognitive Neuroimaging. Presented and discussed topics will range from neuronal bases of perception, attention and mental imagery, language and self-monitoring, as well as clinical investigations of dyslexia.

Trends-in lectures are provided by:

- Rainer Goebel
- Elia Formisano
- Alex Sack
- Leo Blomert
- Niels Schiller

- Peter de Weerd
- Bernadette Jansma

402 AP Trends-in Neuropsychology – 2 Credits

Coordinator: Jan Ramaekers, Neurocognition, Tel. (043) 38 81951, 40 Universiteitssingel East, Room 2.736, E-mail: j.ramaekers@psychology.unimaas.nl

Neuropsychology focuses on the relationship between brain and behaviour. The so-called brain-behaviour relationships are addressed on a continuum ranging from normal to deviant in children, adolescents, and patient populations. In addition, in the context of psychopharmacology biological mechanisms are studied which pertain to neurotransmitters, hormones and drugs acting upon cognitive function and behaviour. An integrated series of lectures will be presented that includes most aspects of basic and applied neuroscience. The Trends-in-Neuropsychology lectures will provide students with a broad overview of the multidisciplinary research field of Neuropsychology. Presented topics will include the neuropsychology of neurological and psychiatric disorders, cognitive aging and development, motor action and executive control, and pharmacological models of cognitive dysfunction.

Trends-in lectures are provided by:

- Jelle Jolles
- Frans Verhey
- Wim Riedel
- Jos Adam
- Martin van Boxtel
- Harry Steinbusch
- Chantal Kemmer

4.2 CORE COURSES

471 AP Anxiety Disorders – 3 Credits

Coordinator: Around Arntz, Medical Clinical and Experimental Psychology, Tel. (043) 38 81606, Universiteitssingel 50, Room 1.308, Email: arnoud.arntz@MP.unimaas.nl

This course covers the main findings and controversies related to the anxiety disorders. While treatment issues are dealt with, the emphasis of the course is on biological and psychological mechanisms that are involved in the origin and maintenance of the various anxiety disorders.

Both in North America and in West Europe anxiety disorders are the largest group of mental disorders for which patients are referred and anxiety disorders are relatively well studied, well understood and treatment outcome is relatively favourable. As to the etiology the focus will be on the role of life events, genetics and stable personality features in the origin of anxiety disorders. With regards to the maintenance of the disorders the course concentrates first of all on anxiety related aberrations in the processing of negatively valenced information. Such selective processing is studied with regards to perception, attention, memory, reasoning and interpretation. Furthermore students study the maintaining role of 'safety behaviours': attempts to prevent a feared catastrophe with the ironic effects that anxiety is reinforced. Throughout the course the role of the various neurotransmitters in the anxiety disorders are highlighted. Students are trained in the use of various experimental (laboratory) paradigms that are typically employed in the study of the cognitive psychology/biological psychology of anxiety disorders: Carbon dioxide inhalation, dot-probe methodology, various tests to measure interpretation biases etc.

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations

Form of Assessment

Written papers and presentations

472 AP Mood Disorders – 3 Credits

Coordinator: Frenk Peeters, Psychiatry & Neuropsychology, Tel: (043) 38 77443, Dr. Tanslaan 10, Room: 3.G4.042, Email: f.peeters@sp.unimaas.nl

This course is intended to give the student an overview of current concepts and research in the field of mood disorders. In the last decades, it has become increasingly clear that mood disorders are chronic psychiatric disorders characterized by acute episodes, relapses, recurrences, and residual symptomatology. Both onset and course of mood disorders are the result of complex interactions between distal (e.g., genetic and developmental) and proximal (e.g., severe life-events) risk factors. This is illustrated by discussion of mood disorders across the life span in the light of biological, psychological, and social approaches. Current research strategies aimed at clarifying the role of these different aspects will be the central theme throughout the course. Based on this framework, state-of-the-art treatments for mood disorders are addressed and illustrated where possible.

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations. Presentations will be based on short papers. Additionally students will write research proposals

that will be presented during the last meetings.

Form of Assessment

Written papers, presentations, and research proposal

473 AP Stress and Trauma – 3 Credits

Coordinator: Nancy Nicolson, Psychiatry and Neuropsychology, Tel. (043) 38 82595, Kapoenstraat 2, Room: 1.041, Email: n.nicolson@sp.unimaas.nl

This course familiarizes students with key concepts and controversies in current stress research, with an emphasis on the role stress is thought to play in the etiology, pathophysiology, and the course of psychiatric and psychosomatic disorders. The following issues will be discussed:

- What is stress? Theoretical background and translation of the construct into research design and methods
- Adaptation to stress: normal psychological and biological processes, allostasis
- Does stress cause psychiatric / psychosomatic disorders? Evidence and possible pathways
- Long-term effects of adverse early experience: what can we learn from animal models and epidemiological studies?
- Why are some individuals more vulnerable (or more resilient) to stress than others?
- Post-traumatic stress disorder: controversies concerning the concept of trauma, biological and psychological processes, treatment and prevention

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations

Form of Assessment

Presentations, short papers, and research proposal

474 AP Developmental Psychopathology – 3 Credits

Coordinator: Susan Bögels, DMKEP, Tel. (043) 38 81609, Universiteitssingel 50, Room 1.349, E-mail: bogels@dep.unimaas.nl

This course aims to give the student an up to date overview of classification of child psychopathology, etiological models and evidence-based treatment options.

Topics

- Classification:
 - internalizing disorders: anxiety disorders and depression
 - externalizing disorders: ADHD, PD (pervasive disorders), ODCD (oppositional en conduct disorder)
 - learning disorders, enuresis, encopresis
- Etiological factors:
 - genetics, organic/neurological factors
 - the role of rearing factors in child psychopathology
 - family functioning and the role of parent psychopathology
 - the role of life event
- Prevention and treatment:
 - prevention programs & research
 - family treatment
 - should the school be involved?
 - treating the parent or the child?

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations.

Form of Assessment

Written papers and presentations

475 AP Somatoform Disorders – 3 Credits

Coordinator: Johan Vlaeyen, Medical Clinical and Experimental Psychology, Tel. (043) 38 81601, Universiteitssingel 50, Room 1.316, E-mail: j.vlaeyen@dep.unimaas.nl

This course familiarizes the student with key concepts and controversies in current research in somatoform disorders, with an emphasis on the cognitive and behavioural mechanisms that play a role in the etiology and maintenance of chronic pain and fatigue.

Topics

- Biomedical and biopsychosocial models of health and illness
- Controversies in the assessment of physical complaints
- Overview of somatoform and sexual disorders
- Common mechanisms of unexplained complaints: a symptom perception approach

- The role of catastrophic misinterpretations of bodily sensations
- The role of attribution, attention, and affect
- Chronic pain and fatigue: psychological models
- Cognitive-behavioural treatments of somatoform disorders
- Coping or acceptance
- Self-management strategies

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations.

Form of Assessment

Discussion papers, research paper, and presentation of the research paper

Discussion papers. From the first meeting on, all participants submit a short individual discussion paper each meeting.

Final paper. Students work in team of two on an 8-10 page research paper. Symposium. The final meeting is a symposium during which students present their research papers (10 minutes presentations and 5 minutes for discussion).

476 AP Psychosis – 3 Credits

Coordinator: Jim van Os, Psychiatry and Neuropsychology, Tel. (043) 38 75443, Dr. Tanslaan 10, Room 3.G4.044, E-mail: j.vanos@sp.unimaas.nl

This course aims to give the student an overview of current thinking and unresolved issues in schizophrenia research. The process of psychotic disorder and psychosis transition has been the subject of intense study in the last decade. Early epidemiological approaches have been complemented with studies of cognition and neuroimaging and, finally, treatment trials. There is now evidence to suggest that the onset of psychotic disorder is the endpoint of a process of interactive etiological forces that involve genetic background factors associated with low grade, non-clinical expression of psychosis in the general population, environmental stressors such as cannabis use and psychological trauma, and a number of cognitive vulnerabilities in the realm of neuropsychology and social cognition. In addition, it is now increasingly clear that the process of onset of psychosis is associated with neurocognitive changes and progressive sensitization to dopaminergic stimulation, greater quantities of which may predict subsequent brain changes and poorer outcome.

Instructional Approach

The course consists of two 2-hour interactive meetings per week, which consist of lectures, group discussions, and student presentations

Form of Assessment

Written papers, presentation, and research proposal

477 AP Eating Disorders – 2 Credits

Coordinator: Anita Jansen, Experimental Psychology, Tel. (043) 38 81910, 40 Universiteitssingel East, Room 3.731, E-mail: a.jansen@psychology.unimaas.nl

This course aims to give the student a state-of-the-art overview of current thinking and unresolved issues in research on eating disorders, with an emphasis on experimental psychopathology research.

Eating disorders are among the most prevalent disorders in female adolescents and young adults. The exact aetiologies are largely unknown, although it has become evident that a range of factors influence an individual's vulnerability to eating disorders (ranging from genetic to environmental factors). With respect to these vulnerability factors, some may be specific to eating disorders, but there may also be more general factors (e.g., behavioural disinhibition) that make an individual more vulnerable to both eating disorders and addictions

A first aim of this course is to discuss influential theories and empirical papers about the origin or maintenance of eating disorders. Second, special attention will be paid to experimental psychopathology research methods as an elegant method to test hypotheses on the origin, maintenance or reduction of these disorders. Third, the gap with clinical practice is scrutinised. What is the best treatment a patient can get? And why is it so difficult to implement the evidence-based treatments in clinical practice?

Instructional Approach

Tutorial group meetings

Form of Assessment

Written papers, presentation, and discussion papers

478 AP Addiction – 2 Credits

Coordinator: Reinout Wiers, Experimental Psychology, Tel. (043) 38 81935, 40 Universiteitssingel East, Room 3.732, E-mail: r.wiers@psychology.unimaas.nl

This course aims to give the student a state-of-the-art overview of current thinking and unresolved issues in research on addictive behaviours, with an emphasis on experimental psychopathology research. Addictive behaviours are one of the

most prevalent psychiatric disorders. In young males it is even by far the most prevalent psychiatric disorder. In history, the explanation of addictive behaviours has moved from the person (weak character) to the substance (e.g., stories about sweets with heroin to hook kids), to the environment (bad examples from parents or peers), to genetic factors, and models combining some of these factors. The course will touch upon recent addiction research, including genetics, models of craving and tension reduction, expected vs. pharmacological effects, the role of implicit and explicit cognition in the etiology of addiction, prevention and treatment.

Instructional Approach

Tutorial group meetings

Form of Assessment

Written papers and abstracts, and presentation and research proposal

479 AP Psychopathology and the Law – 2 Credits

Coordinator: Harald Merckelbach, Experimental Psychology, Tel. (043) 38 81945,
40 Universiteitssingel East, Room 3.732a, E-mail: h.merkelbach@psychology.unimaas.nl

There are many ways in which psychopathological phenomena surface in courts of law. Consider this everyday example. A woman claims that she suffers from Post Traumatic Stress due to sexual harassment. She files a law suit against her employer because she wants to get compensated. Many questions arise: how do you differentiate between real and malingered post traumatic stress symptoms? The woman was interviewed by the police, but was this done in an appropriate way (e.g., without the police giving her suggestive cues)? And what about the role of expert witnesses? Suppose one of them would mount the witness stand and wave with an MRI scan showing that the woman's brain has a reduced hippocampus. Sure enough this would really impress the judge or the jury, but should it impress us? In this course, we address issues such as these.

Instructional Approach

The course consists of two 2-hour meetings per week

Form of Assessment

Written paper

571 AP Personality Disorders – 3 Credits

Coordinator: David Bernstein, DMKEP, Tel. (043) 38 81483, Universiteitssingel 50, Room 1.328, E-mail:
d.bernstein@dmkep.unimaas.nl

This course aims to give the student a state-of-the-art overview of theories, classification issues, and treatment models of personality disorders, with an emphasis on current scientific debate on these issues.

Topics

- Personality theories relating to personality disorders
- Biological models of personality disorders (including genetic and neurotransmitter models)
- Psychological models of personality disorders (modern psychodynamic, conditioning, cognitive, interpersonal, integrative models)
- Sociological perspectives on personality disorders
- Classifications issues (DSM-IV diagnosis; axis-1 vs. axis-2; categorical vs. dimensional models; polythetic definition; diagnostic techniques)
- Etiological issues
- Epidemiological issues
- Treatment options

Instructional Approach

Tutorial group meetings

Form of Assessment

Written exam

572 AP Mental Health and Happiness – 3 Credits

Coordinator: Madelon Peters, Medical Clinical and Experimental Psychology, Tel. (043) 38 81603, Universiteitssingel 50,
Room 1.361c, E-mail: m.peters@dep.unimaas.nl

As a closure of the obligatory psychopathology course trajectory, this course will familiarize students with concepts and ideas from what is sometimes called “positive psychology”. The aim is to provide students with an understanding that even under unfavourable (genetic or environmental) circumstances people can maintain their health and well-being.

Topics

- Philosophical views of “positive psychology”
- The non-expression of genetic vulnerability for psychiatric disorders
- Resilience factors for mental and physical health: the role of humour, optimism and sense of coherence
- Buffering effects of the social environment on the adverse effects of trauma
- Trauma and personal growth
- Emotional disclosure and (mental) health
- Determinants of happiness

- Cultural differences in the experience of happiness and well-being

Instructional Approach

Tutorial group meetings

Form of Assessment

Written assignment

4.3 SKILLS TRAININGS

481 AP Research Practicum I – 2 Credits

Coordinator: Anne Roefs, Experimental Psychology, Tel. (043) 38 82191, 40 Universiteitssingel, Room 3.747, E-mail: a.roefs@psychology.unimaas.nl

The aim of this training is to acquaint students with current research on psychopathology, conducted by senior staff, post-docs, and PhD students in the faculties of Psychology, Health Sciences, and Medicine. During the first year of the research masters programme, each student will participate in two different research projects by temporarily joining an established team. In addition to seeing how a particular research question has been translated into an ongoing study, students will gain some practical research experience before conducting their masters thesis research in the second year of the program.

Form of Assessment

Pass/fail, based on participation (criteria to be announced)

482 AP Clinical Skills I: Interviewing Skills – 2 Credits

Coordinator: Inge Drost, Medical Clinical and Experimental Psychology, Tel. (043) 38 81733, Universiteitssingel 50, Room 1.354, E-mail: inge.drost@dep.unimaas.nl

The aim of this training is to teach students basic clinical interview skills needed for interviewing patients with psychopathology. After this training students should be able to execute semi-structured intake interviews covering reason for seeking help, assessment of diagnoses, history of the problem(s), social network analysis, basic neurological assessment, and type of treatment request.

The level of the training will be adapted to the entrance level of the student, to be assessed with a simulated interview. Students write reports of each training session. These reports are assessed by the trainer and, after approval, together form the portfolio for this training.

Instructional Form

Seven 2-3 hour sessions

Form of Assessment

Portfolio of written reports and practical assignments

483 AP Clinical Skills II: Diagnostic Test Procedures – 2 Credits

Coordinators: Lydia Krabbendam, Psychiatry and Neuropsychology, Tel: (043) 38 82528, Kapoenstraat 2, Room: 1.002, E-mail: l.krabbendam@sp.unimaas.nl; Kathleen Restifo, Medical Clinical and Experimental Psychology, Tel. (043) 38 81733, Universiteitssingel 50, Room 1.354, E-mail: k.restifo@dmkep.unimaas.nl

The aim of this training is to teach students procedures for psychodiagnostic and neuropsychological testing needed for assessing type, severity and extent of psychopathology and neuropsychological problems in individuals with psychiatric disorders. Students will learn to formulate hypotheses, to select appropriate tests, to administer them, and to interpret their outcome. They will acquire skills in writing a formal report and in communicating their conclusions to the patient.

Following an introduction in the main cognitive domains in relation to brain areas and relevant neuropsychological and psychopathological test procedures, the training will focus on five psychiatric disorders, namely, developmental disorders (including disorders of executive functioning and disorders of learning and attention), schizophrenia, bipolar disorder, depression and anxiety, and personality functioning. These conditions will be discussed in relation to the principles of assessment of psychopathology and neuropsychology outlined in the first session and they will be illustrated with case histories. In addition, students will be trained in neuropsychological history taking and test administration which they will perform on trained fellow students who simulate different kinds of psychiatric pathology. Furthermore, students will be trained in behavioural observation by watching the neuropsychological examination of different patients on video. Using data from the patient history, test observation and examination results, each student will write a comprehensive neuropsychological report.

Instructional Approach

Seven meetings of 3 hours each. The sessions will consist of introductory lectures, presentations by students, discussion of video recordings of neuropsychological examination of different patients as well as the neuropsychological examination performed by students themselves.

Form of Assessment

Assessment of students' skills in these areas will be based on observation of their behaviour as well as on their written reports.

484 AP Neuroanatomy –1 Credit

Coordinator: Jos Prickaerts, Neurocognition, Tel. (043) 38 81026, 40 Universiteitssingel, Room 2.737, E-mail:

j.prickaerts@psychology.unimaas.nl

The aim of the training is to become acquainted with the neuroanatomical terminology and to gain insight into the spatial and functional organisation of the brain. It is essential to have a basic knowledge of the brain anatomy when working in the field of neuropsychology or neurobiology. Many specific brain areas can be linked to particular functions. Thus, knowledge of the brain anatomy and its main functions allows one to directly link specific neurological or psychiatric disorders to particular brain areas. After a short theoretical introduction the students will study whole brains and brain material of mammals at both macroscopical (visual inspection) and microscopical level. The emphasis will be on major brain systems including the basal ganglia and limbic system.

Instructional Approach

Almost exclusively practical: dissection of sheep brain, studying of microscopical slices of rat brain, working with plastic human brain models, CD-ROM programs, and textbook.

Form of Assessment

Exam consisting of at least six open questions

485 AP Research Practicum II – 2 Credits

Coordinator: Anne Roefs, Experimental Psychology, Tel. (043) 38 82191, 40 Universiteitssingel, Room 3.747, E-mail: a.roefs@psychology.unimaas.nl

The aim of this training is to acquaint students with current research on psychopathology, conducted by senior staff, post-docs, and PhD students in the faculties of Psychology, Health Sciences, and Medicine. During the first year of the research masters programme, each student will participate in two different research projects by temporarily joining an established team. In addition to seeing how a particular research question has been translated into an ongoing study, students will gain some practical research experience before conducting their masters thesis research in the second year of the program.

Form of Assessment

Pass/fail, based on participation (criteria to be announced)

486 AP Psychophysiological Skills – 1 Credit

Coordinators: Pascal van Gerven, Neurocognition, Tel. (043) 38 84512, 40 Universiteitssingel East, Room 2.742; E-mail: p.vangerven@psychology.unimaas.nl; Eric Vuurman, Psychiatry & Neuropsychology, Tel. (043) 38 81046, 40 Universiteitssingel East, Room 2.747, E-mail: e.vuurman@psychology.unimaas.nl

The goal of this skills training is to acquire basis skills in major peripheral psychophysiological methods which are used in neuropsychological research and practice and to evaluate the criteria needed to choose psychophysiological methods in neuropsychological research.

The training consists of four meetings. In the first meeting an overview will be presented of the psychophysiological methods which are relevant for Neuropsychology with their possibilities. The second through fourth meeting will be devoted to three major domains in psychophysiology, namely 1) cardiovascular psychophysiology (heart rate, heart rate variability, blood pressure measurements, galvanic skin response), 2) eye movements and pupillometry (e.g., saccadic eye movements, fixations, blink rate and pupil dilation). Through the four sessions, hands on experience will be offered in the laboratory. Basic guidelines about data collection and analysis will be provided. Examples are provided with respect to the relation between basic psychophysiological variables and cognitive variables such as memory load, mental effort, attention, and cognitive (e.g., inhibitory) control.

Instructional Approach

Four meetings including lectures, demonstrations, practicals, and working group discussions

Form of Assessment

Report on the procedures, approach, dependent variables and problems presented through the practicals

581 AP Clinical Skills III: Clinical Interview for the DSM IV (SCID I and SCID II) – 1 Credit

Coordinator: Reinier Kreutzkamp, Medical Clinical and Experimental Psychology, Tel. (043) 38 81605, Universiteitssingel 50, Room 1.324, E-mail: r.kreutzkamp@dep.unimaas.nl

The aim of this training is to teach students how to conduct the semi-structured clinical interview for the DSM-IV-Tr Axis I (SCID I) and Axis II (SCID II) diagnoses. Students will learn to interpret the outcome of these interviews, to establish differential diagnoses, and to summarize findings in a written report. Students also gain experience in communicating their conclusions to the patient.

Instructional Approach

Four 2-3 hr sessions

Form of Assessment

Students' skills in the above areas will be assessed on the basis of observation of their interview behavior as well as on their written reports

582 AP Clinical Skills IV: Intervention Techniques – 1 Credit

Coordinator: Jeroen de Jong, Medical Clinical and Experimental Psychology, Tel. (043) 38 81489, Universiteitssingel 50,

Room 1.326, E-mail: j.jong@dep.unimaas.nl

The aim of this training is to teach students the basics of evidence-based therapeutic methods for the treatment of relatively simple forms of psychopathology. The level of this training will be adjusted according to the student's previous training and experience.

After this training students should be able to carry out some elementary therapeutic procedures.

Instructional Approach

Four 2-3 hr sessions

Form of Assessment

Observation of students' skills during a session with a simulation patient

4.4 MT&S WORKSHOPS

491 AP Ecological Psychiatry – 1 Credit

Coordinator: Philippe Delespaul, Psychiatry and Neuropsychology, Tel: (043) 38 82572, Kapoenstraat 2, Room: 0.025, E-mail: ph.delespaul@sp.unimaas.nl

The expression of psychiatric symptoms is reflected in an individual's behaviours and private phenomena such as thoughts, perceptions and emotions. Psychiatric deficits reveal themselves in the ongoing interplay between the patient and the everyday environment. As a consequence, most psychopathological expressions are unavailable for direct observations by the clinician. They occur – often in a qualitatively different form - outside of the therapist's office and, because they are private experiences, they should be assessed with self-reports in this natural context ('ecological validity').

The aim of the course is:

- to introduce the field of ecological psychiatry;
- to discuss the methodological and statistical challenges related to research with self-reports in normal living situations;
- to illustrate the applicability of these research methodologies in basic and applied clinical research (using schizophrenia research as the primary reference).

Instructional Approach

The workshop will be clustered over 10 days in four 3-hour sessions, combining traditional teaching and work group sessions. During the first week, students will monitor their own behaviour and emotions using the Experience Sampling Method. Meeting 1 will be an introduction and a briefing; meeting 2 will primarily focus on technical aspects of the methodology. In small groups, workshop participants will use these data as the basis for 15-minute presentations, to be given in the final meeting. In addition to the face-to-face meetings, approximately 16 hours will be spent on homework and preparation of group presentations.

Form of Assessment

Homework assignments and presentation

492 AP Reaction Time Paradigms – 1 Credit

Coordinator: Mike Rinck, Radboud University, Nijmegen, E-mail: m.rinck@psych.ru.nl

The goal of this workshop is to introduce the students to the most important experimental reaction time tasks that have been used to study cognitive biases in clinical disorders. After successfully completing the course, students should be able to choose and design appropriate tasks to study biases in attention, memory, interpretation, and associations. Biased cognitive processes play an important role in the etiology and maintenance of anxiety disorders and depression. The most intensively studied processes involve attention, memory, interpretation, and associations. To study these processes, experimental paradigms from cognitive psychology have been adapted to the needs of clinical psychology. Most of these experimental tasks involve the measurement of reaction times. Unlike other techniques (e.g., eye-tracking, fMRI, EEG), they are easy to program and often run on a standard PC. This workshop will introduce the students to the most popular tasks in the areas of attention (emotional Stroop, dot probe, visual search, signal detection), memory (free recall, recognition, word stem completion, anagram solving), interpretation (inference reading), and associations (Implicit Association Test, Single Target Implicit Association Test, affective Simon task, extrinsic affective Simon task, approach-avoidance task). In the lab sessions, students will get a chance to try out most of these paradigms on themselves. Afterwards, they should know the pros and cons of each task well enough to choose an appropriate task for a given research question, and they should be able to change the features of the chosen task to fit their own research needs.

Instructional Approach

Before and during the course, students will have to read a number of introductory papers about the tasks. The first sessions will consist of a lecture and discussions, giving an overview of cognitive biases and the tasks used to study them. This will be followed by several lab sessions, in which students will get the opportunity to try out almost all of the tasks. Sessions with a detailed discussion of the tasks and information about related tasks and more detailed topics will follow. The course will end with a written exam in which students have to choose and design experimental tasks for various research questions.

Form of Assessment

Pass/fail, on the basis of attendance and written exam.

493 AP Research Theory and Designs – 1 Credit

Coordinator: Jelle Jolles, Psychiatry & Neuropsychology, Tel. (043) 38 81041, Dr Tanslaan 10, Room 4.E3.002; E-mail: j.jolles@np.unimaas.nl

The aim is to provide the student a basic understanding of the theoretical and practical issues that are important for the execution of 'evidence-based' intervention research in the domain of brain & behaviour.

This workshop will elaborate on basic issues of research theory and methodology of scientific research with a focus upon the domain of brain & behaviour. There are four sessions. The first session is devoted to a comprehensive review of issues involving the empirical cycle, epistemology, explanatory power and appeal of theories, and deriving hypotheses from theories. The second through fourth session will provide an in-depth evaluation of theoretical and methodological issues in brain & behaviour research, notably cognitive and clinical neuropsychology/neuropsychiatry. The following issues will be addressed: 1) issues related to the similarities and differences in approaches, conceptualisations, and theoretical background in the various domains of neuropsychology (e.g., cognitive/experimental, clinical, medical, developmental neuropsychology, cognitive neuroscience, basic neuroscience and clinical neuroscience) 2) issues related to causality (e.g., causal or correlative inferences), 3) issues related to the multifactorial nature of cognitive/behavioural functioning (e.g., biological versus environmental determinants, 'nature versus nurture', risk factors and protective factors), 4) issues related to possibilities for execution of neuropsychological research (designs, short overview of statistical approaches).

Instructional Approach

Discussion groups, formal presentations, use of research reports and publications as 'discussion material'

Form of Assessment

Essay

494 AP Advanced Statistics – 4 Credits

Coordinator: Gerard van Breukelen, Methodology and Statistics, Tel. (043) 38 84001, 40 Universiteitssingel East, Room 5.741, E-mail: gerard.vbreukelen@stat.unimaas.nl

Throughout the course, the General Linear Model will serve as a continuous thread. During the first six weeks, participants will be given an in-depth training in standard statistical methods such as ANOVA for between- and within-subject designs, and linear and logistic regression. Prescience of factorial ANOVA, ANCOVA, and multiple linear regression at the bachelor level of, say Psychology or Health Sciences at Maastricht University, will be presumed and these methods will be briefly reviewed. The following advanced topics will be covered: unbalanced factorial designs, between- and within-subject covariates, contrast analysis in ANOVA, interaction, nonlinearity and dummy coding in regression, collinearity and residuals checks, data transformation, multiple logistic regression. The second course half includes the following advanced methods of analysis: mixed (multilevel) linear regression for nested designs and longitudinal studies, multivariate ANOVA and discriminant analysis, and an introduction into structural equations modeling (SEM, also called LISREL). In addition, sample size calculations and optimal design will be covered.

Literature

Not known yet. However, Fox (1997) and Kleinbaum (1998) give a fair impression of the content and level of at least the first course half.

Instructional Approach

Each meeting starts with a lecture (2 hours), followed by self-tuition (2 hours) in the morning. Each afternoon some exercises, either SPSS (first 8 weeks) or paper-and pencil (last 4 weeks) will be done followed by a plenary discussion session. Participants are supposed to prepare themselves for each session by reading some literature. Staff will vary between, but not within weeks, so it will always be clear whom to address for technical questions. General issues can be discussed with the course coordinator.

Form of Assessment

Open-book multiple-choice exam will consist of questions resembling the exercises (general theory, some elementary computations, interpretation of computer output).

References

Fox, J. (1997). Applied regression analysis, linear models, and related methods. Thousand Oaks (CA): SAGE.

Kleinbaum, D.G., Kupper, L.L., Muller, K.E., & Nizam, A. (1998). Applied regression analysis and other multivariable methods. 3rd ed. Pacific Grove (CA): Brooks/Cole.

495 AP Research Ethics – 1 Credit

Coordinators: Eef Theunissen, Neurocognition, Tel. (043) 38 81940, 40 Universiteitssingel East, Room 2.735, E-mail: e.theunissen@psychology.unimaas.nl; Silvia Evers, Tel. (043) 38 84593, 40 Universiteitssingel East, Room 5.732a, E-mail: s.evers@psychology.unimaas.nl

Students will learn to think critically about ethical dilemmas that psychologists encounter when exercising their profession. This workshop will discuss legal and ethical conflicts that are involved in psychological research and clinical practice. Students will be introduced to the ethical and legal rules and boundaries in human research, and to the organisations and institutes supervising the application of these rules.

Psychologists always need to make sure that they carry out their work in an ethical and legally sound way. However, there is often a conflict of interests of the involved parties. In all circumstances, however, it is the psychologist's primary task to secure the patients/participants welfare and to keep risks at to a minimum. Therefore psychologists should know which ethical aspects are of importance and which laws and rules need to be applied and also which institutions supervise on the application of these rules. In addition, these aspects should be taken into consideration when writing and submitting a research proposal to an ethical commission.

The following topics will be discussed:

- Examples of ethical and legal failings
- Necessity of ethical and legal rules
- Different guidelines: declaration of Helsinki, guidelines for Good Clinical Practice, etc.
- Working with participants/patients: rights and duties, confidentiality, data processing and storage, etc.
- Applying ethical and legal rules in e.g., protocol, case report form, informed consent, etc.
- Ethical and legal reviews

Instructional Approach

Lectures and discussion groups

Form of Assessment

Written assignment

496 AP Epidemiology – 1 Credit

Coordinators: Marcus Huibers, Medical Clinical and Experimental Psychology, Tel. (043) 38 81487, Universiteitssingel 50, Room 1.353, E-mail: m.huibers@dmkep.unimaas.nl

Epidemiology often is referred to as “quantitative medicine”. In general, epidemiology deals with methodology issues in the field of health research, including mental health. Students in this workshop will be introduced to the principles of epidemiological research. Topics that are covered in the workshop include: frequency measures, association measures, sources of bias, validity issues, cohort studies, clinical trials, and systematic reviews. The theory of epidemiology will be studied and applied in interactive workshop sessions.

Instructional Approach

Format of the workshop is a series of four weekly 2-hour sessions. Starting each session, the lecturer will give a 30-minute presentation of the topics covered in that session, followed by a 30-minute discussion of these topics. The second hour will be spent on group assignments under supervision of the lecturer.

Required reading will consist of several chapters from a clinical epidemiology textbook and additional research papers. In addition to the workshop sessions, students are expected to spend at least 5 hours a week on reading and homework assignments.

Form of Assessment

Group Assignment:

During the entire workshop, students will work on a research proposal in groups of three or four (depending on the number of students). Students will prepare the proposal during the sessions; the remainder of the work is part of the homework assignments. At the end of the fourth session, each group will give a 10-minute presentation, after which the written proposal is handed in. The lecturer will evaluate the research proposals.

497 AP Imaging – 2 Credits

Coordinator: Elia Formisano, Neurocognition, Tel. (043) 38 84040, 40 Universiteitssingel East, Room 4.738, E-mail: e.formisano@psychology.unimaas.nl

This workshop is intended to provide:

- introductory knowledge of the basic principles underlying the most common imaging methods
- appreciation of potentialities and limitations of various neuroimaging methods in studying human brain functions and dysfunctions.

The investigation of human brain anatomy and functions using a range of imaging methods represents the most influential development in Psychology in the last years. In this workshop essential facts about all major structural and brain mapping techniques, including Positron Emission Tomography (PET) and SPECT, structural and functional Magnetic Resonance Imaging (fMRI) will be reviewed. The focus will be on the strengths and weaknesses of each of these methods and on the description of relevant applications in the normal and pathological brain.

Instructional Approach

Lectures, paper discussion, and demonstration visit to the MRI scanner

Form of Assessment

Open questions

498 AP Psychopharmacology – 1 Credit

Coordinators: Wim Riedel, Neurocognition, Tel. (043) 38 84270, 40 Universiteitssingel East, Room 2.732, E-mail: w.riedel@psychology.unimaas.nl; Brian Leonard

The workshop aims to present Psychopharmacology in a broad sense. The multidisciplinary nature of psychopharmacology encompasses pharmacology, molecular biology, genetics, physiological psychology, experimental, clinical and cognitive neuropsychology and biological psychiatry. The emphasis will be on understanding drug development, drug action, drug research, animal and human pharmacological models of clinical disorders, experimental / clinical trial design and the development of biomarkers, real measures and surrogate measures of drug efficacy.

The course will focus on four major areas in Psychopharmacology: Depression, Anxiety, Psychosis and Cognition. These areas will be illuminated from both the perspectives of basic neuroscience including animal subjects as well as experimental and clinical human psychopharmacology.

Instructional Approach

Each half-day the programme will consist of a sequence of three elements:

- 1 or 2 Key-note Lectures by internationally renowned speakers
- Presentations by PhD students or junior researchers
- Round table group discussions

Key-note lectures and chairmanships of the roundtable discussions will be given by national and international guest lecturers. The workshop offers plenty of opportunity for the Masters student to interact with PhD students, junior and senior staff and the invited guest speakers who are Key Opinion Leaders in Psychopharmacology.

Form of Assessment

Written assignment

499 AP Sexual Disorders (Elective) – 1 Credit

Coordinator: Jacques van Lankveld, Medical Clinical and Experimental Psychology, Tel. (043) 38 75698, Peter Debyelaan 25, Room 58, E-mail: j.vanlankveld@dep.unimaas.nl

The workshop introduces students to key concepts in current research in sexuality, with an emphasis on the cognitive and behavioral mechanisms that play a role in the etiology and maintenance of sexual dysfunction.

Topics

- The biopsychosocial model of sexual functioning, including the subjective, physiological, and relational dimensions of sexual functioning
- Gender differences in sexual functioning
- The role of cognitive errors in attribution and expectancy
- The role of attention and affect
- An overview of sexual disorders
- Cognitive-behavioural treatments of sexual disorders

Instructional Approach

Two 3-hour meetings, separated by one week.

The first meeting introduces the students to the topics and consists of an introductory lecture and a question and discussion round. Students are given general reading material and tips on further - more specific - material.

As a preparation for the second meeting, each student chooses a topic for a research paper, in which a specific theoretical issue relevant to the area of sexual disorders will be examined, and prepares a discussion paper. The discussion paper presents the central aim of the research paper and one or more specific topics for student presentations and discussion during the second meeting.

The final research paper is due during the week following the second meeting.

Form of Assessment

Discussion paper and research paper

591 AP Protocol Writing – 2 Credits

Coordinator: Rob Markus, Experimental Psychology, 40 Universiteitssingel East, Room 3.773, Tel. (043) 38 82474, E-mail: r.markus@psychology.unimaas.nl

During this course, students will be familiarized with the different phases of writing scientific protocols and research reports. In advance of their upcoming masters thesis, they will learn to define and crystallize a research question based on its feasibility and scientific relevance; to prepare and structure their arguments and to plan the different parts of the paper; to think about suitable designs and research methods for data acquisition and analysis, and, finally, to learn how to walk through the writing process starting from draft to the final version. This all will be accomplished by competence-based learning in which they have to integrate factual knowledge (from the literature) into skill-based practice (by exercise).

Instructional Approach

A combination of introductory lectures, literature meetings and practical sessions

Form of Assessment

Written research proposal

Electives

5 credits, to be chosen from:

- Workshop Sexual Disorders (1 credit)
- Core courses, skills trainings, and workshops given by Neuropsychology or Cognitive Neuroimaging (by arrangement)
- Other courses, workshops or trainings given at the graduate level (for masters, PhD, or post-graduate students) at Maastricht University or other academic institutions (by prior approval from the examination committee)

4.5 SCHEDULE ABNORMAL PSYCHOLOGY

YEAR 1					
	Monday	Tuesday	Wednesday	Thursday	Friday
1 week	Introduction Week				
4 weeks	Trends-in Cognitive Neuroimaging & Trends-in Neuropsychology (4 credits)	Anxiety Disorders (3 credits)		Anxiety Disorders	Colloquium (total 5 credits) & Clinical Skills I Skills Training 7 weeks (2 credits)
1 week		Ecological Psychiatry Workshop (1 credit)	Ecological Psychiatry Workshop Research Practicum I Skills Training (2 credits) Reaction Time Paradigms Workshop	Ecological Psychiatry Workshop	
4 weeks		Mood Disorders (3 credits)		Mood Disorders	Colloquium & Clinical Skills II Skills Training 7 weeks (2 credits)
1 week		Reaction Time Paradigms Workshop (1 credit)		Reaction Time Paradigms Workshop	
4 weeks		Stress and Trauma (3 credits)		Stress and Trauma	
Christmas Break					
Wks	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Developmental Psychopathology (3 credits)	Research Theory and Designs Workshop (1 credit)	Advanced Statistics (4 credits)	Developmental Psychopathology	Colloquium & Neuroanatomy Skills Training (1 credit)
4 weeks	Somatoform Disorders (3 credits)	Research Practicum II Skills Training (2 credits) By arrangement		Somatoform Disorders	Colloquium
4 weeks	Psychosis (3 credits)	Research Ethics Workshop (1 credit)		Psychosis	Colloquium & Psychophysiological Skills Training (1 credit)
3 weeks	Eating Disorders (2 credits)	Epidemiology Workshop 4 weeks (1 credit) & Psycho-pharmacology Workshop (1 credit)	Imaging Workshop (2 credits)	Eating Disorders	Colloquium
3 weeks	Addiction (2 credits)		Psychopharmacology Workshop Elective: Sexual disorders Workshop (1 credit)	Addiction	
3 weeks	Psychopathology and the Law (2 credits)			Psychopathology and the Law	
YEAR 2					
	Monday	Tuesday	Wednesday	Thursday	Friday
4 weeks	Personality Disorders (3 credits)	Protocol Writing Workshop (2 credits)	Protocol Writing Workshop	Personality Disorders	Clinical Skills III Skills Training (1 credit)
4 weeks	Mental Health and Happiness (3 credits)			Mental Health and Happiness (3 credits)	Clinical Skills IV Skills Training (1 credit)
32	Research Internship & Masters Thesis (30 credits)				

Trends-in courses (401 AP & 402 AP): 12th September-12th December **2005**

Colloquia (404 AP): 16th September 2005 - 16th June **2006**

Core Courses

471 AP - Anxiety Disorders: 12th September- 6th October **2005**
472 AP - Mood Disorders: 18th October- 10th November
473 AP - Stress and Trauma: 22nd November- 15th December
474 AP - Developmental Psychopathology: 9th January- 2nd February **2006**
475 AP - Somatoform Disorders: 6th February- 9th March
476 AP - Psychosis: 13th March- 6th April
477 AP - Eating Disorders: 10th April- 1st May
478 AP - Addiction: 4th May- 22nd May
479 AP - Psychopathology and the Law: 29th May- 19th June
571 AP - Personality Disorders: 4th September- 28th September
572 AP - Mental Health and Happiness: 2nd October – 26th October

Skills Trainings

481 AP - Research Practicum I: by arrangement
482 AP - Clinical Skills I: 16th September- 28th October
483 AP - Clinical Skills II: 4th November- 16th December
484 AP - Neuroanatomy: 13th January- 3rd February **2006**
485 AP - Research Practicum II: 7th February- 10th March
486 AP - Psychophysiological Skills (Elective): 17th March- 7th April
581 AP - Clinical Skills III: 8th September- 29th September
582 AP - Clinical Skills IV: 6th October- 27th October

Workshops

491 AP - Ecological Psychiatry: 10th, 11th, 12, 13th, and 19th October **2005**
492 AP - Reaction Time Paradigms: 14th, 15th, 16th, and 17th November
493 AP - Research Theory and Designs: 10th January- 31st January **2006**
494 AP - Advanced Statistics: 11th January – 5th April
495 AP - Research Ethics: 14th March- 4th of April
496 AP - Epidemiology: 11th April- 2nd May
497 AP - Imaging: 9th and 10th May
498 AP - Psychopharmacology: 23rd and 24th May
499 AP - Sexual Disorders: 6th and 13th June
591 AP - Protocol Writing: 5th September- 25th October

5

Education and Examination Regulations

Chapter 5

Education and Examination Regulations

5.1 EDUCATION AND EXAMINATION REGULATIONS – RESEARCH MASTER

§ 1 GENERAL CONDITIONS

Education and Examination Regulations for the 2005-2006 academic year for the Research Master Study Programme in the Faculty of Psychology, as meant in article 7.13 of the Law on Higher Education and Scientific Research (WHW).

Article 1.1 Scope of the Regulations

These regulations apply to the education and examinations for the full-time Research Master Study programme “Biopsychology and Psychopathology”, hereinafter referred to as the study programme.

The study programme is offered by the Faculty of Psychology, hereinafter referred to as the Faculty.

The regulations have been established by the Faculty Board, after the advice from the study programme committee and the approval from the Faculty Council had been obtained, and will apply as of 1st September 2005 for the 2005-2006 academic year.

Article 1.2 Definitions

In these regulations the following is understood by:

- a. The law: the Law for Higher Education and Scientific Research (WHW);
- b. Student: he/she who has been enrolled at the University of Maastricht as of 1st September 2005, for the purpose of attending the courses and/or fulfilling the formal requirements of the study programme.
- c. Academic year: the period from 1st September of a calendar year through 31st August of the following calendar year.
- d. Part: a study unit of the study programme as meant by article 7.3 of the law.
- e. Course: a study unit of the study programme, as meant by the law.
- f. Tutorial Group Meeting: a practical exercise, as meant by article 7.13 paragraph 2, sub t of the law.
- g. Practical Training: a practical exercise, as meant by article 7.13, paragraph 2, sub d of the law.
- h. Test: the test as part of the examination as meant by article 7.10, paragraph 1 of the law.
- i. Examination: all of the formal requirements (a total of 120 European credits) for the Research Master study programme for a given specialization, including tests, papers, assignments, apprenticeships, theses, and other requirements as specified for each course or part of the education.
- j. Credit: a study load of 28 hours, in accordance with article 7.4 of the law. The total study load of the Research Master study programme amounts to 120 European credits.
- k. Examination Committee: the committee as meant by article 7.12 of the law.
- l. Examiner: the person, appointed by the examination committee, who is responsible for assessing student performance.
- m. Course Coordinator: an examiner who is responsible for the content of a certain course, workshop, colloquium, skills training, or other part of the study programme.
- n. Board of Appeal: the Board of Appeal for Examinations as meant by article 7.60 of the law.
- o. Rules and Regulations: the rules drawn up by the examination committee to ensure a smooth running of the assessments, and the regulations governing the way in which the examinee is assessed and how the results of the assessments are arrived at as meant by article 7.12, paragraph 4 of the law.
- p. Faculty Board: the Executive Board of the Faculty of Psychology of the University of Maastricht as meant by article 9.24 of the law.

Other terms are to be understood in accordance with the meaning assigned to them by the law.

Article 1.3 Purpose of the Study Programme

1. The Research Master programme 'Biopsychology & Psychopathology' is a two-year programme designed for students who want to continue their studies at a graduate school that prepares them for a career in the field of research. Therefore, the purpose of the study programme is the following:

- academic formation within the context of the Maastricht University educational concept and its distinct profile;
- provide students with a stimulating scientific environment that will enable them to develop as independent thinkers with a broad curiosity in the various aspects of the multidisciplinary research domain;
- possibility to broaden one's knowledge in other disciplines;
- acquisition of specialized knowledge, skills, and insight in the field of biopsychology and psychopathology in general, and in particular in one of the three specializations, namely, Cognitive Neuroimaging, Neuropsychology, and Abnormal Psychology;
- preparation for a PhD trajectory or a research career in a non-academic setting.

2. There are sufficient elements in the study programme to enhance the further development of the academic formation of the student, in particular with regard to:

- thinking and acting independently and scientifically;
- communicating scientifically in English;
- applying specialized scientific knowledge in a broader context.

Article 1.4 Organisation of the Study Programme

The study programme will be offered on a full-time basis.

§ 2 STRUCTURE OF THE STUDY PROGRAMME

Article 2.1 Study Load

The two-year study programme has a total study load of 120 European credits (60 credits each year).

Article 2.2 Research Master Specializations

Specializations in the Research Master Study Programme

- a. Cognitive Neuroimaging (CN)
- b. Neuropsychology (NP)
- c. Abnormal Psychology (AP)

Article 2.3 Composition of the curriculum

1. Cognitive Neuroimaging

Trends-in courses: 4 credits

Core Courses:

- Language & Attention: 4 credits
- Perception & Attention: 4 credits
- Neuroimaging: 4 credits
- Sensory & Motor Systems: 4 credits
- Advanced fMRI: 3 credits
- Magnetic Brain Stimulation: 3 credits
- Electrophysiology: 3 credits
- Monitoring of Action: 3 credits
- Neural Correlates of Consciousness: 3 credits
- Neurocognition of Literacy and Numeracy: 3 credits
- Modeling: 3 credits

Skills Trainings: 11 credits

Each training has a study load of either 1 or 2 credits. The skills trainings provided are reported in the programme's Prospectus.

Workshops: 15 credits

- Advanced Statistics: 4 credits
- Other workshops: 1 or 2 credits each

The workshops provided are reported in the programme's Prospectus.

Colloquia: 5 credits

Research Apprenticeship and Masters Thesis: 50 credits

2. Neuropsychology

Trends-in courses: 4 credits

Core Courses:

- Brain Damage: 4 credits

- Behavioural Disorders: 4 credits
- Cognitive Aging: 4 credits
- Activation, Arousal, Psychopharmacology: 4 credits
- Biopsychology: 3 credits
- Brain, Learning and Memory: 3 credits
- Executive Function and Action: 3 credits
- Neuropsychiatric Disorders: 3 credits
- Neuropsychopharmacology: 3 credits
- Cognitive Development: 3 credits
- Brain Cognition and Mental Health: 3 credits

Skills Trainings: 9 credits

Each training has a study load of either 1 or 2 credits. The skills trainings provided are reported in the programme's Prospectus.

Workshops: 13 credits

- Advanced Statistics: 4 credits
- Other workshops: 1 or 2 credits each

The workshops provided are reported in the programme's Prospectus.

Colloquia: 5 credits

Electives: 2 credits

The electives provided are reported in the programme's Prospectus.

Research Apprenticeship and Masters thesis: 50 credits

(Optional: Research Apprenticeship and Masters Thesis: 30 credits and Clinical Apprenticeship and Minors Thesis: 20 credits)

3. Abnormal Psychology

Trends-in courses: 4 credits

Core Courses:

- Anxiety: 3 credits
- Mood Disorders: 3 credits
- Stress and Trauma: 3 credits
- Developmental Psychopathology: 3 credits
- Somatoform Disorders: 3 credits
- Psychosis: 3 credits
- Eating Disorders: 2 credits
- Addiction: 2 credits
- Psychopathology and the Law: 2 credits
- Personality Disorders: 3 credits
- Mental Health and Happiness: 3 credits

Skills Trainings: 12 credits

Each training has a study load of either 1 or 2 credits. The skills trainings provided are reported in the programme's Prospectus.

Workshops: 14 credits

- Advanced Statistics: 4 credits
- Other workshops: 1 or 2 credits each

The workshops provided are reported in the programme's Prospectus.

Colloquia: 5 credits

Electives: 5 credits

The electives provided are reported in the programme's Prospectus.

Research Apprenticeship and Masters Thesis: 30 credits

Clinical Apprenticeship and Minors Thesis: 20 credits

Article 2.4 The Research Master Examination in Biopsychology and Psychopathology

The examination consists of the following parts:

1. The courses, tutorial group meetings, and practical trainings pertaining to the selected Research Master specialization;
2. The research proposal, research apprenticeship, and the Masters thesis;
3. For AP students (elective for NP students), the clinical apprenticeship and the Minors thesis

Article 2.5 Language of Instruction

The education and examination in the Research Master study programme are conducted in English.

§ 3 TESTS AND EXAMINATIONS

Article 3.1 Compulsory Sequencing of Parts

1. The research apprenticeship cannot be started until:
 - At least 60 credits have been attained during the programme;
 - In the above mentioned 60 credits the Advanced Statistics workshop must be included.
2. The clinical apprenticeship cannot be started until:
 - At least 60 credits have been attained during the programme;
 - In the above mentioned 60 credits the Advanced Statistics workshop and for students following the Abnormal Psychology specialization all Clinical Skills (I–IV) trainings must be included; for students following the Neuropsychology specialization the following skills trainings must have been completed:
 - Neuropsychological Assessments
 - Basic Cognitive Psychological Skills
 - Psychophysiological Skills
 - Neuropsychological and Neuropsychiatric Instruments I en II

3. If a student deviates from the sequencing as described under 1 and, if applicable, 2 without permission from the examination committee, the result of the part in question can be declared invalid.

Article 3.2 Periods and Frequency

1. Assessments take place twice each academic year for each unit, at times determined by the examination committee: i.e. once during or immediately following the period in which the relevant unit was done and once later in the same academic year.
2. In special cases, the examination committee can decide that an assessment can take place at a time different from that set in accordance with the previous point.

Article 3.3 Form of the Assessments

1. As a rule, assessments are in written form. This includes tests done on a computer. An examiner needs to receive approval by the examination committee to conduct assessments in a form other than open questions, papers, or portfolios.
2. For written examinations, students will be admitted and can take the test for up to 30 minutes after the test has started. After this, admission will be refused and no extension of the duration of the test will be granted. Students are not allowed to leave the room where the test is taken, until at least 30 minutes after the test has started.
3. A condition for taking course examinations is the compliance with the minimum requirements for participation in the group meetings as laid down in article 4 of section 5.2.
4. The examination committee has the authority to permit a different form of testing or assessing in special cases.
5. The examination committee can draw up guidelines for written papers. These guidelines will be included in the programme's Prospectus or in the manual pertaining to the relevant part.
6. Students with a functional disability may request permission from the examination committee to take the tests in a manner that is, as far as is possible, in keeping with their handicap. The examination committee can ask for expert advice before arriving at a decision.
7. During written examinations students are not allowed to carry cellular telephones or electronic organisers. The exam will be declared invalid if the student does not conform to this regulation. If a student is discovered to be using a cellular phone or an electronic agenda during the examination, the fraud regulation will be applied.

Article 3.4 Oral Tests

1. Oral tests are permitted only in special cases and can be conducted only if the examiner has received approval by the examination committee.
2. Oral tests are not given to more than one person at the time.
3. An oral test is administered by two examiners, unless the examination committee has decided otherwise.
4. Administering an oral test is done publicly, unless the examination committee or the relevant examiner has decided otherwise in a special case, or if the student has raised objections to this.

Article 3.6 Attendance at Tutorial Group Meetings

1. The examination committee lays down the minimum of tutorial group meetings a student is required to attend in the rules and regulations and determines how the actual attendance of each student in the education is registered.
2. Students who do not comply with this minimum attendance requirement, compulsory participation in the tutorial group meetings, but have not missed more than one meeting than is allowed, can still comply with the compulsory attendance requirement by applying for a compensatory assignment from the examination committee, no later than two weeks after the relevant course has ended. At most, three requests for a compensatory assignment will

be granted to a student in each academic year. The examination committee will inform the student whether permission for a compensatory assignment has been granted no later than four weeks after the course assessment has taken place.

Article 3.7 Proof of Having Passed Courses

1. Once a student has taken part in a sufficient number of tutorial group meetings and has successfully completed the course assessment and any associated practical training, this will count as proof of having passed the relevant course. The proof will be obtained after an examiner or a non-academic employee, under the supervision and responsibility of the examination committee, has declared that the requirements for that part of the examination have been complied with. A condition for obtaining proof of having passed a course is that the student has complied with the admission requirements for the relevant part of the examination. The examination committee can revoke the decision of the examiner if the admission requirements have not been complied with.

2. If the non-academic employee doubts whether the requirements for granting proof of having passed a course have been complied with, he/she puts this before the examination committee for a final decision.

Article 3.8 Research Apprenticeship

1. The examination committee determines the criteria that the nature and content of an apprenticeship must meet in the apprenticeship regulations.

2. The apprenticeship regulations are set out in Appendix 1.

3. In order to ensure that the apprenticeships proceed smoothly, further guidelines have been drawn up, which can be found in the Manual on Apprenticeships. The manual is provided to Research Master students at the end of the first academic year.

4. A student can only follow a research apprenticeship once during his/her programme of study. During the apprenticeship the student will be supervised by the Faculty.

Article 3.9 Clinical Apprenticeship

1. The clinical apprenticeship coordinator determines the criteria that the nature and content of the apprenticeship must meet in the apprenticeship regulations.

2. The clinical apprenticeship regulations are set out in Appendix 2.

3. In order to ensure that the apprenticeships proceed smoothly, further guidelines have been drawn up, which can be found in the Manual on Apprenticeships. The manual is provided to Research Master students at the end of the first academic year.

4. A student can only follow a clinical apprenticeship once during his/her programme of study. During the apprenticeship the student will be supervised by the Faculty.

5. AP students may be allowed, but only under exceptional circumstances and with prior approval of the examination committee, to omit the clinical apprenticeship and Minors thesis; in this case, the research apprenticeship and Masters thesis would together represent 50 credits.

Article 3.10 Period of Validity

As a rule, the period of validity of assessments is unlimited.

However, by way of exception, the examination committee can set a supplementary or alternative assessment for a part a student passed more than six years previously.

Article 3.11 Right of Inspection

1. The student, on request, has the right to inspect his/her corrected work within a period of two weeks after the results of a written assessment have been made known, at a place and time determined by the course coordinator.

2. The student who has undergone the assessment can go through the questions and tasks of the relevant assessment during this inspection, and, in addition, see the norms on which the assessment had been based.

Article 3.12 Exemptions

The examination committee can, on the request of a student, grant exemption from taking a test or other assessment, if the student provides satisfactory written proof that he/she:

1. has already successfully completed a similar course at a university or higher college of higher professional education, which is equivalent in content and level;

2. possesses sufficient knowledge and skills in relation to the relevant test or assessment by way of work or professional experience.

Article 3.13 Determining and Publishing Results

1. The examination committee determines the standards for the assessment of each part of the examination.

2. The examiner determines the provisional result of a written assessment within 15 working days after the day on which the assessment took place, and provides the educational office with the data needed for the publication of the result to the student.

3. The examiner determines the result of an oral test immediately after it has been taken and issues the student with a written declaration to this effect. If several students take the same test one after the other, the time for determining the result can be extended by maximally one week.

Article 3.14 Fraud

1. If the examination committee ascertains that, in the course of any form of assessment, a student:

- made use of illicit aids, texts or notes, or makes or made use of prohibited electronic aids or means of communication;
- verbally or by means of gestures communicated or tried to communicate with a fellow student without the permission of a supervisor, examiner or member of the Examination Committee;
- copied or tried to copy or gave somebody the opportunity to copy;

- deliberately misled or tried to mislead the examination committee, the examiner or the supervisor, with respect to the examination;
 - committed any other form of fraud, including plagiarism,
then the examination committee can declare the result of the relevant assessment invalid for the student concerned.
2. The examination committee can furthermore take the following measures for the cases mentioned under point 1:
- reprimand,
 - exclusion from (further) participation in one or more parts of the examination of the study programme for a period of at the most one year.
3. In the case of fraud, the examination committee will apply the same fraud regulation as set out in the Rules and Regulations for the Research Master Examination. This document also specifies what is understood by fraud.

Article 3.15 Results

Students who have complied with the requirements for the Research Master examination and who wish to receive the relevant certificate must submit a request to the examination committee to determine the result of the examination, at least two months prior to the date of graduation. A decision is taken by the examination committee within four weeks.

Article 3.16 Examination

1. The examination committee determines the result of the Research Master examination as soon as the student has submitted sufficient proof of having passed the assessments. The student, who has met all the requirements for the Research Master examination, will be conferred the Research Master Degree and will receive the diploma belonging to the Research Master examination as proof of this.

2. Before the examination committee determines the result of the examination, it is entitled to enquire into the student's knowledge in respect of one or more parts of the study programme, should the results of the relevant assessments give reason for this.

Article 3.17 Degree, Diploma

1. He/she who has passed the examination successfully will be awarded the degree of "Master of Science".

2. The diploma issued as a result of having passed the examination successfully will contain:

- the name of the study programme;
- the degree that has been awarded;
- the most recent date on which the study programme has been accredited, or alternatively has undergone the test of being a new study programme.

3. The diploma will be signed by at least two members of the examination committee.

4. The presentation of the diploma is done in public, unless the examination committee decides otherwise in special cases.

5. A separate list of marks will be issued with the diploma.

6. The examination committee can award the diploma with the qualification of 'with honours' in accordance with the Rules and Regulations of the Research Master examination.

Article 3.18 Right of Appeal

A student has the right to appeal to the Board of Appeal for Examinations in accordance with article 7.61 of the law. This is clearly stated on the form on which a decision by the examiner and the examination committee that is open to appeal is communicated to the student. In addition, this form mentions the period within which such an appeal has to be lodged.

§ 4 ADMISSION

Article 4.1 Admission Requirements for the Research Master Study Programme (art. 7.30b)

The programme will selectively admit a group of maximally 60 highly qualified students each year. Admission is limited to those with at least a university bachelor degree.

The following documents are needed for application:

- Completed application form
- Application letter which covers the applicant's background and motivation for research training in the chosen specialization (maximum 500 words).
- A Curriculum Vitae (maximum 2 pages)
- A certified English transcript of university courses followed and marks received
- Two academic references completed on the provided forms and mailed directly by the referees.
- Non-native English speakers who have not studied at a Dutch University must provide evidence of satisfactory English test results:

- o IELTS: minimum score 6.5
- o TOEFL: minimum score 570 paper-based or 230 computer-based
- o Other recognized proof of English proficiency approved by the examination committee

A copy of the official test results is required.

Furthermore, all applicants must pay a non-refundable application processing fee of € 75, and application materials must be received by the deadline published on the website.

Article 4.2 Limitations on Enrolment

1. At least two months before the mentioned closing date published on the website the Dean proposes the maximum number of students to be admitted to each of the three specializations of the Research Master to the University Board.
2. Admission of qualified students is based on a two-step selection procedure. In the first round the examination committee assesses the curriculum vitae, academic record, letter of motivation, academic recommendation letters, and proof of English proficiency, provided by the applicant. Following a favourable decision in the first round, the applicant is invited to the second round that consists of an individual interview conducted by members of the Board of Admission and a written assignment. Final admittance decisions are made following this.

The Board of Admission is not bound to admit a minimum number of applicants to the Research Master programme or to any of its three specializations.

Article 4.3 Board of Admission

1. The Board of Admission of the Research Master programme is delegated the authority to make judgements concerning admission to the programme and to supply proof of such admission. The Board of Admissions consists of:
 - the examination committee
 - a faculty member for each specialisation

Appointment to the Board of Admission is effected by the Dean according to the advice of the Board of Education.

§ 5 STUDY ADVICE AND GUIDANCE

Article 5.1 Individual Access to Study Results

1. The Faculty registers the individual study results of the students in such a way that they can be consulted by the students via Premium.
2. The Faculty furnishes each student with an overview of the personal study results obtained at least once a year (preferably halfway through the second semester).

Article 5.2 Study Mentoring

The Faculty organises an introductory programme and assigns a faculty mentor to each student enrolled in the study programme. The mentor guides the learning process and supervises the personal growth of the student. Close monitoring of student performance and progression will help ensure that students complete the Research Master programme on schedule.

§ 6 PROCEDURAL RULES AND EXCEPTIONS

Article 6.1 Change

1. Changes in these regulations will be determined by special decision of the Faculty Board on the advice of the study programme commission and with the approval or advice of the Faculty Council.
2. A change in these regulations will not apply to the academic year in which it occurs, unless the interests of the students are not adversely affected by such a change.
3. A change can furthermore not be to the detriment of students by affecting any other decision that had been taken on the basis of the original regulations.

Article 6.2 Publication

1. The Faculty Board sees to the proper publication of this regulation, of the Rules and Regulations that have been determined by the examination committee, and also of any changes in these, by incorporating them in the programme's Prospectus among other things.
2. Interested persons can obtain a copy of the documents referred to in point 1 from the secretariat of the examination committee.

Article 6.3 Unforeseen Cases

The examination committee decides in cases that have not been foreseen by these regulations.

Article 6.4 Hardship Clause

The examination committee is entitled to deviate from these regulations in individual cases, if a strict adherence will, in its opinion, result in an unfair outcome for the individual, in view of the special circumstances.

Article 6.5 Appeal

When the results students have obtained for (parts of) assessments are announced, the examination committee will notify them of the right to inspection, of the possibility to appeal against the decision with the Board of Appeal for Examinations as meant in article 7.61 of the Law, and of the period of four weeks within which this appeal has to be lodged.

Article 6.6 Date of Taking Effect

This regulation takes effect as of 1st September 2005 and will be in force for the 2005/2006 academic year. Thus enacted with the approval of the Council of the Faculty of Psychology in its meeting of 16th June 2005.

No rights can be derived from the education and examination regulations as included here. Copies of the definitive education and examination regulations can be obtained from the secretariat of the examination committee.

RULES AND REGULATIONS FOR THE RESEARCH MASTER EXAMINATION OF THE BIOPSYCHOLOGY AND PSYCHOPATHOLOGY STUDY PROGRAMME

Article 1 Examination Committee

The examination committee sees to the execution of the regulation for the Research Master examination and its parts, taking into account the law and the education and examination regulations concerning the organisation and scope of the examinations of the Research Master study programme of the Faculty of Psychology. The examination committee appoints examiners who are competent to assess student performance in a course. In particular cases the examination committee can annul decisions taken by the examiners and can take its own new decision. This will in particular be the case if a student has not complied with the admission requirements for a part of the examination which he/she has completed.

Article 2 Composition of the Research Master Examination

The Research Master examination consists of the following parts:

- a. the courses pertaining to the Research Master specialization;
- b. the practical trainings, workshops, skills trainings, and colloquia;
- c. the tutorial group meetings pertaining to the courses as meant under a.;
- d. the research proposal;
- e. the research apprenticeship and the Masters thesis;
- f. where applicable, the clinical apprenticeship and Minors thesis.

Article 3 Proof of Having Passed a Course

1. Core Courses

A student can have a course registered as passed if the following requirements have been met:

- A minimum of 85% attendance at the tutorial group meetings. A student who arrives more than 10 minutes after the official starting time of the meeting shall be considered not to have attended. For admission to the course examination, a student must have attended a minimum of 85% of the tutorial group. If a student has not complied with the minimum attendance requirement but has not missed more than one meeting than is allowed, he/she will be admitted provisionally to participate in the course examination. In this case a student can still comply with the minimum attendance requirement by applying for a so-called compensatory assignment. In order to qualify for a compensatory assignment a student must apply for this **within two weeks** after the course is finished by filling in the form **Request Compensatory Assignment Insufficient Attendance** (to be collected at the education desk) and handing it in at the education desk on level 0 (40 Universiteitssingel) during opening hours. The student will receive a receipt, with the deadline for handing in the assignment on it. The assignment must be handed in to the course coordinator within four weeks after it has been given to the student. If this compensatory assignment is considered to be satisfactory the student will be considered to have complied with the attendance requirements and the provisional result of the course examination shall be ratified. If the request for a compensatory assignment has not been submitted in time and/or more than one meeting above what is allowed has been missed, the compensatory assignment will not be given and the provisional result of the course examination will be annulled. The student will then have to comply with the attendance obligation and take the course examination in the following academic year. A student can qualify for a compensatory assignment at the most twice per academic year. After a compensatory assignment has been given twice, this regulation cannot be applied another time in the same academic year;
- A satisfactory assessment for the practical training, if applicable;
- At least sufficient marks for the final course assessment.

2. Trends-in Courses

A student can have a trends-in course registered as having been passed if the following requirements have been met:

- Attending a minimum of 85% at the lectures and discussion sessions;
- Timely and satisfactory completion of 85% of the required assessments.

3. Colloquia

A student can have the colloquium series registered as having been passed if the following requirements have been met:

- Registered attendance at a minimum of 15 colloquia;
- Timely and satisfactory completion of the required assessments.

4. Skills Trainings

There is a 100% attendance requirement for the skills training sessions. If a student has not complied with the attendance obligation but has not missed more than one meeting, he/she will be able to apply for a compensatory assignment.

5. Workshops

A student can have a workshop registered as having been passed if the following requirements have been met:

- Attendance of a minimum of 85% of the group meetings;
- Timely and satisfactory completion of the required assignments.

Article 4 Attendance Requirements

1. Where attendance of at least 85% of meetings is mandatory, the following applies:
 - of a total of 18 meetings: at least 15 meetings;

- of a total of 16 or 17 meetings: at least 14 meetings;
 - of a total of 15 meetings: at least 13 meetings;
 - of a total of 14 meetings: at least 12 meetings;
 - of a total of 13 meetings: at least 11 meetings;
 - of a total of 12 meetings: at least 10 meetings;
 - of a total of 11 or 10 meetings: at least 9 meetings;
 - of a total of 9 meetings: at least 8 meetings
 - of a total of 8 meetings: at least 7 meetings;
 - of a total of 7 meetings: at least 6 meetings;
 - of a total of 6 meetings: at least 5 meetings;
 - In the case of 5 or fewer meetings there is an attendance obligation of 100%.
2. Attendance will be registered on a form, which is transmitted to the education office at the end of the course or training.
 3. If a student has not complied with the attendance requirements, the relevant course will not be registered as having been passed.

Article 5 Requirements for the Research Master Biopsychology and Psychopathology Degree

The awarding of the Research Master degree and the issuing of the relevant Diploma will take place when proof of having passed all parts of the examination mentioned in article 2 have been obtained:

1. At least sufficient marks for each of the assessments;
2. Proof of satisfactory performance for all practical training sessions that are part of the education;
3. Compliance with the attendance requirement for all courses and practical training sessions;
4. Proof of satisfactory completion of the research proposal;
5. Proof of satisfactory completion of the research apprenticeship and Masters thesis;
6. Where applicable, proof of satisfactory completion of the clinical apprenticeship and Minors thesis.

Article 6 With Honours Degree Completion

1. Degree completion with “with honours” is attached to the Research Master examination, if each of the following requirements has been met:
 - a. An average score of at least 8.0 for all parts of the exam which are assessed on a ten-point scale. Furthermore, all assessments must be completed on the first attempt.
 - b. Masters thesis: a score of at least 8.0 or, where applicable, the proportional average of the Masters (70%) and Minors (30%) thesis.

Article 7 Exemptions

1. Request for exemption from taking an assessment or undergoing another part of the examination on the strength of what has been determined by law will be submitted to the examination committee. Written proof must be submitted to support the request.
2. The examination committee makes a substantiated decision within four weeks after having received the request. The examination committee is entitled to extend this period of four weeks by a period it determines. The student will be informed of the examination committee’s decision in writing.
3. No credits will be awarded for the parts of the examination for which exemption has been granted.

Article 8 Reassessments/Resits

The following reassessment arrangements apply to students who in the first instance have not passed a part of the Research Master examination.

The relevant reassessments are available only to students who have complied with the attendance requirement.

1. Core Course Assessments

The student who failed a course assessment will get one other opportunity to repeat that examination per academic year.

If a student passes the initial assessment he/she cannot repeat the examination. In the case of a reassessment the highest mark counts.

2. Workshops, Skills Trainings, Trends-in Courses, and Colloquia

Students who failed a task of a practical training will have to complete a compensatory assignment in the same academic year.

3. Papers

There will be one chance per unit to redo papers (including the Masters and Minors thesis) per academic year. This will consist of rewriting the relevant paper.

Article 9 Hardship Clause

The examination committee has the right to deviate in individual cases from what has been determined in the regulation on the request of a student, if a strict application of the rules would lead to an unfair or unreasonable situation. In the assessment of individual cases the examination committee uses as its starting point the generally applicable legal principle that equal must be treated as equal and unequal must be treated as unequal. The examination committee uses the so-called principle of unforeseen circumstances as the criterion for acceptability.

Article 10 Implementation and Date of Taking Effect

1. The examination committee makes decisions in all cases that have not been foreseen by the Rules and Regulations.
2. These Rules and Regulations take effect as of 1st September 2005.

Thus enacted by the Psychology examination committee at its meeting of 24th June 2005.

No rights can be derived from the education and examination regulations as included here. Copies of the definitive education and examination regulations can be obtained from the secretariat of the examination committee.

5.3 APPENDICES WITH THE RULES AND REGULATIONS OF THE RESEARCH MASTER EXAMINATION

Appendix 1: Regulation on Research Proposal, Research Apprenticeship, and Masters Thesis

Appendix 2: Regulation on Clinical Apprenticeship and Minors Thesis

Appendix 3: Regulation on Fraud

APPENDIX 1 REGULATION ON RESEARCH PROPOSAL, APPRENTICESHIP, AND MASTERS THESIS

Article 1 Research proposal

1. A research proposal is an independently written proposal concerning research that the student intends to conduct during his/her apprenticeship.
2. The research proposal consists of the following parts:
 - a brief theoretical background of the research;
 - the question posed by the research;
 - a description of the research plan;
 - a description of the research methods that will be applied;
 - a description of the techniques that will be used for processing and analysing the data;
 - a timetable.
3. Guideline for the length of the research proposal is 4 to 7 pages (A4 format).
4. The assessment is done by two assessors. They are: a. two staff members of the Faculty if the apprenticeship is done internally (supervisor from the Faculty and a second assessor), or b. the external supervisor and the supervisor from the Faculty in case the apprenticeship is done outside the Faculty.
5. An approved research proposal is necessary before commencing the research apprenticeship. If the research proposal is judged to be unsatisfactory, the regulation about reassessments for Papers, article 8, point 3, Rules and Regulations for the Research Master examination of the Biopsychology and Psychopathology study programme, applies.

Article 2 Research apprenticeship

1. A student is required to do a research apprenticeship and Masters thesis at the conclusion of his/her study programme. If applicable, the clinical apprenticeship and Minors thesis could be done before, after, or together with the research apprenticeship.
2. The student notifies the educational office about the apprenticeship at least one month before the start of the apprenticeship by means of a research apprenticeship notification form. The educational office checks whether the student has complied with the requirements in article 3.1, point 1 of the examination regulations.
3. An apprenticeship agreement is drawn up for each apprenticeship, in which a number of arrangements are set out between the institution where the apprenticeship takes place, the supervisor from the Faculty and the student. A copy of this agreement is sent to the educational office at least one month before the apprenticeship starts.
4. The student will be supervised during the apprenticeship by a supervisor from the Faculty and a supervisor from the institution where the apprenticeship takes place (apprenticeship supervisor). The task of the supervisor from the Faculty and/or the apprenticeship supervisor consists in advising the student in matters of content with respect to the apprenticeship activities and the reporting of these in a Masters thesis (see Appendix 1: Article 3, Regulation Masters thesis). In addition, the supervisor from the Faculty is the contact person with the institution where the apprenticeship takes place.
5. After the practical part of the research has been finished, an evaluative discussion takes place between the apprenticeship supervisor, the supervisor from the Faculty and the student. The apprenticeship is registered as having been completed successfully by the apprenticeship supervisor or the supervisor from the Faculty on an assessment form, which is sent to the educational office.

Article 3 Masters thesis

1. A Masters thesis is an independently written report of the research that has been conducted during the

research apprenticeship.

2. The Masters thesis is in principle an individually written piece of work.
3. The Masters thesis is assessed on the following four aspects: the research question, scientific content, argumentation and form. All four aspects must be assessed with sufficient marks.
4. The student must submit four copies of the Masters thesis to the educational office. Two copies, together with the individual assessment form, are sent on to the apprenticeship supervisor / supervisor from the Faculty and to the supervisor from the Faculty / second assessor. The assessment form, filled in and signed by both supervisors, is sent back to the educational office together with a written explanation within 20 working days. The educational office sends one copy of the approved Masters thesis to the apprenticeship coordinator for filing. The fourth copy is put into the University Library unless the institution where the Apprenticeship took place has objections to this.
5. If the Masters thesis is awarded insufficient marks, the Regulation for Reassessments for Papers, article 8, point 3 of the Rules and Regulations for the Research Master examination of the Biopsychology and Psychopathology study programme apply.

Article 4 Requirement for obtaining credit

In order to obtain credit (50 credits for students not doing a clinical apprenticeship/Minors thesis; 30 credits for students also doing a clinical apprenticeship/Minors thesis) for this part of the Research Master examination, the student must have satisfactorily completed the research proposal, the research apprenticeship, and the Masters thesis.

APPENDIX 2 REGULATION ON CLINICAL APPRENTICESHIP AND MINORS THESIS

Article 1 Clinical apprenticeship

1. Students following the Abnormal Psychology specialization are required to (and students following the Neuropsychology specialization may choose to) complete a clinical apprenticeship of 13 weeks or the equivalent (520 hours).
2. The student notifies the educational office about the apprenticeship at least one month before the start of the apprenticeship by means of a clinical apprenticeship notification form. The educational office checks whether the student has complied with the requirements in article 3.1, point 2 of the examination regulations.
3. An apprenticeship agreement is drawn up for each apprenticeship in which a number of arrangements are set out between the institution where the apprenticeship takes place, the supervisor from the Faculty and the student. A copy of this agreement is sent to the educational office at least one month before the apprenticeship starts.
4. The student will be supervised during the apprenticeship by a supervisor from the Faculty and a supervisor from the institution where the apprenticeship takes place (apprenticeship supervisor). The task of the supervisor from the Faculty and/or the apprenticeship supervisor consists in advising the student in matters of content with respect to the apprenticeship activities. The supervisor from the Faculty also advises the student concerning the conduct and reporting of research for the Minors thesis (see Appendix 2, Article 2, Minors thesis), and is the contact person with the institution where the apprenticeship takes place.
5. After the practical part of the clinical apprenticeship has been completed, an evaluative discussion takes place between the apprenticeship supervisor, the supervisor from the Faculty and the student. The apprenticeship is registered as having been completed successfully by the apprenticeship supervisor or the supervisor from the Faculty on an assessment form which is sent to the educational office.
6. AP students may be allowed, but only under exceptional circumstances and with prior approval of the examination committee, to omit the clinical apprenticeship and Minors thesis; in this case, the research apprenticeship and Masters thesis would together represent 50 credits.

Article 2 Minors thesis

1. All students who elect or are required to follow a clinical apprenticeship are required to write a Minors thesis.
2. The Minors thesis is in principle an individually drawn up piece of work.
3. The Minors thesis is an independently written research report based on a clinical topic.
4. The topic of this thesis must be relevant to the clinical setting where the apprenticeship is conducted and must be approved by the staff member of the Faculty who is clinical apprenticeship coordinator within the student's specialization.
5. The Minors thesis is assessed on the following four aspects: the clinical research question, scientific content, argumentation and form. All four aspects must be assessed with sufficient marks.
6. The student must submit two copies of the Minors thesis to the educational office. One copy, together with the individual assessment form, is sent on to supervisor from the Faculty. The assessment form, filled in and signed by the supervisor, is sent back to the educational office together with a written explanation within 20 working days. The educational office sends one copy of the approved Minors thesis to the apprenticeship coordinator for filing.
7. If the Minors thesis is awarded insufficient marks, the Regulation for Reassessments for Papers, article 8, point 3 of the Rules and Regulations for the Research Master examination of the Biopsychology and Psychopathology study programme applies.

Article 3 Requirement for obtaining credit

In order to obtain credit (20 credits) for this part of the Research Master examination, the student must have satisfactorily completed both the clinical apprenticeship and the Minors thesis.

APPENDIX 3 REGULATION ON FRAUD

The examination committee has laid down the following regulation on examination fraud by way of further elaboration

of article 4.13, point 1 sub e of the education and examination regulation (OER), in its meeting of 14th June 1995. This regulation is part of the Rules and Regulations.

Article 1

Fraud as referred to in article 4.13 of the Education and Examination Regulations is understood to mean:

- a. acting or failing to act on the part of an examinee in a way that makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of the examinee.
- b. acting or failing to act on the part of an examinee in a way that makes it wholly or partly impossible to form a fair judgment about the knowledge, insight and skills of a co-examinee.

Article 2

Fraud as meant in article 4.13 of the Education and Examination Regulations also includes: an attempt at fraud.

Article 3

Acting or failing to act as meant in article 1 of this regulation is understood to mean:

- a. In respect to the writing of papers:
 - literal or paraphrased copying of passages from other papers or oral texts in such a way that the impression is given that it is one's own work;
 - literal or paraphrased copying of passages from scientific articles or books in such a way that the impression is given that it is one's own work.
 - literal or paraphrased copying of passages from other electronic papers in such a way that the impression is given that it is one's own work;
 - literal or paraphrased copying of passages from sources on the Internet in such a way that the impression is given that it is one's own work.
- b. In respect to taking tests, comparable proofs of ability, and examinations:
 - disposing over the usage of texts other than those of which the use is expressly permitted, on or in the vicinity of the table where the examinee sits or another place accessible to the examinee, during the taking of the test;
 - exchanging information with a co-examinee, where and in whatever way, during the taking of the test.

Article 4

If in the opinion of the examiner a (possible) case of fraud has taken place, the examiner as a rule takes the following action:

- a. If the (possible) fraud has been ascertained during the taking of the test:
 - the examiner notifies the examinee of the ascertained (possible) fraud;
 - any text that the examinee may have unjustly had at his/her disposal for usage is confiscated;
 - the examinee is given the opportunity to complete the test, unless the examiner decides otherwise;
 - the examiner will bar the student from further participation in the test, if the examinee refuses to hand over the text that was possibly unjustly kept at hand in order to be used;
 - a text that has been confiscated is normally not returned to the examinee after the test is finished, unless the examiner decides otherwise;
 - the examiner documents the relevant facts connected with the suspected fraud in writing and sends this statement without delay to the Psychology examination committee, together with any texts that had been confiscated;
- b. if the (possible) fraud has been ascertained during or after the correction of a test or examination:
 - the examiner notifies the examination committee in writing without delay about the (possible) fraud, providing the relevant papers and documents;
 - the examination committee notifies the examinee about the ascertained (possible) fraud.
- c. if the (possible) fraud is ascertained during or after the correction of written papers that are part of a test or that count as concluding part of a study unit:
 - the examiner notifies the examination committee in writing without delay of the (possible) fraud, adding the relevant papers and documents;
 - the Psychology examination committee notifies the examinee about the ascertained (possible) fraud.

Article 5

The examination committee deals with cases of possible fraud in the following manner:

- a. the person who is suspected of fraud is called for a discussion; the examination committee will be represented by the chairperson and the secretary or their representatives, and if possible by one other member of the committee;
- b. the examination committee decides, also on the ground of the outcome of the discussion as meant under point a., whether fraud has taken place;
- c. the relevant test or paper will be declared invalid in each case that fraud as meant by article 1, point a. has been ascertained;
- d. the examination committee imposes a sanction, taking into account the nature and severity of the fraud committed in accordance with what has been said in article 4.13 of the Education and Examination Regulations (OER), in each case that fraud as meant by article 1, point a has been ascertained;
- e. the student concerned will be notified about the decision of the examination committee as soon as possible;
- f. an entry will be made in the student's file when a test or paper has been declared invalid and a sanction has been imposed;
- g. texts that have been confiscated will, on request, be returned by the examination committee to the student

concerned, if it decides that they do not need to remain available any longer in connection with the (further) treatment of the case;

h. the examination committee can decide to reveal its decision publicly but without revealing the identity of the student concerned, with all the facts and circumstances on which the decision was based.

Article 6

A student can appeal to the Board of Appeal for Examinations against decisions taken by the examination committee concerning fraud, within four weeks after the decision has been publicized.

6

Educational organisation and administration

Chapter 6

Educational organisation and administration

6.1 STUDENT SERVICES (SSC)

Student Services is responsible for the preparation and execution of the policy of the Universiteit Maastricht in the area of general student provisions. Student Services sees to the maintaining of the relationship with new students and alumni, an agreeable living environment for students and student associations, and guidance unrelated to the studies.

The SSC publicizes current information in the University magazine, 'Observant' and provides extensive information on the Internet.

Students are able to ask questions via the electronic service centre.

The areas of health, accommodation, transport, financial matters, sports, safety, education, culture, the city of Maastricht and internationalisation are dealt with in a wider context on a joint website of the Municipality of Maastricht (GM), the University of Professional Education Zuyd (HSZuyd) and the University of Maastricht (UM).

Visiting Address: Bonnefantenstraat 2

Postal Address: P.O. Box 616, 6200 MD Maastricht

SSC Website: www.ssc.unimaas.nl

Electronic Service Centre: esc-ssc.unimaas.nl

Website GM, HSZuyd and UM: www.studentenstad.Maastricht.nl

Information Desk SSC

The information desk are the first points of contact for students. Students can go to the information desks for the following services:

- Enrolments,
- Re-enrolments,
- Changes of Address,
- Payment in Instalments of the University Fees,
- Writing Oneself out of a Programme of Study,
- Reimbursement of University Fees,
- Proof of Payment / Enrolment,
- Collecting the first issue of one's UM Card.

Students can book appointments with the academic counsellors and the general counsellors at the information desk of the SSC at Bonnefantenstraat 2.

Information Desk, Bonnefantenstraat 2

Visiting hours: Monday to Thursday 11.00 – 16.00 hours; Friday 11.00 – 13.00 hours.

Contact by telephone: Monday to Friday 10.00 – 12.30 and 13.30 – 18.00 hours.

Callcenter (for making appointments, for queries about enrolment, for foreign diploma holders): (043) 38 85388

E-mail for address changes: Buro.Inschrijvingen@ssc.unimaas.nl

Electronic Service centre: esc-ssc.unimaas.nl

The information desk are closed during the week of Carnival, the Easter week and over Christmas and New Year. *Changes will be announced in *Observant*, on the Internet and by e-mail.*

International Service Desk (ISD)

The ISD offers new and foreign students help with obtaining a visa, employment permit or residence permit, taking out a medical insurance, opening a bank account and provides information about the availability of bursaries for incoming students.

A student who is enrolled can obtain information from the ISD about bursaries (Socrates / Erasmus, Huygens, cultural treaties, Leonardo) and the ISEP Programme (studying in the USA). The ISD helps with the extension of the residence permit.

Bonnefantenstraat 2, Tel: (043) 38 85284; E-mail isd@ssc.unimaas.nl

Student Guidance Personnel

The Universiteit Maastricht has different categories of student guidance personnel: Faculty Student Advisors; Academic Counsellors; General Counsellors and Career Counsellors.

Faculty Student Advisors

The Faculty student advisor is the person students can turn to for questions about the area of study.

Academic Counsellors

The academic counsellors provide support, advice and guidance in matters pertaining to the legal status of a student and in financial matters. Students can also go to the academic counsellor for personal matters. Conversations with an academic counsellor are treated as confidential.

Academic counsellors deal with the following:

- Breaking one's study or changing to another study;
- Stopping one's study;
- Illness, pregnancy, special family circumstances;
- Making use of the Regulation for Financial Support of Students;
- Appealing to the Emergency Fund;
- Making use of child care;
- Studying with a physical or other limitation.

The academic counsellors can be contacted as follows (always mention ID Number):

Telephonic consultation: Monday to Thursday 13.30 – 14.00 hours (043) 38 85273

Walk-in consultation: Tuesday and Thursday 14.00 – 16.00 hours Bonnefantenstraat 2

Personal appointment: via telephone (043) 38 85388

An appointment can also be made at the information desk, Bonnefantenstraat 2.

E-mail: studentendecanaat@ssc.unimaas.nl

General Counsellors

General counsellors offer help for personal (psychological) problems; e.g., stress, anxieties, eating disorders, depression, complaints about (physical) tension, taking decisions and making choices, problems with relationships (at home or elsewhere), problems with study or internship or other psychological problems which are broadly connected to 'being a student'.

The help consists of a series of individual conversations/treatment in groups.

The first conversation is a general orientation and is meant to clarify the problem.

The counsellor will go into the problem or complaint in a limited number of conversations. Referrals are sometimes necessary but this is always done in consultation with the student.

The counsellors also organise group or training programmes for assertiveness, fear of failure or coping with grief.

An appointment can be made by telephone: (043) 38 85388 or at the information desk, Bonnefantenstraat 2.

Studying with a Physical or Mental Limitation, Chronic Illness or Dyslexia

Maastricht University finds it important that students with a limitation can complete their studies successfully without too many delays. The University offers support in the form of certain regulations, provisions and guidance adapted to the individual. The rights these students have are laid out in the Law on Higher Education and Scientific Research (WHW) and the Law on Equal Treatment.

The nature and the gravity of the disabilities, the extent of the limitations students have as a result of these and the possible delays in study progress differ for each student. In addition to structural measures an individual approach is necessary. In order to let the individual guidance be as beneficial as possible, the various counsellors or advisors work closely together.

Students who wish to receive further information about this should contact the Central Information and Advice Centre 'Disability Management'. Contact can be made in person, telephonically or digitally. (There is a brochure in Dutch, which can be obtained or found on www.unimaas.nl Press 'Studenten', choose 'Studentenbegeleiding', choose 'Functiebeperking'.)

Students who wish to study at Maastricht University or who study there already but require extra facilities are advised to make an appointment for an intake discussion with an academic counsellor at Student Services. Opening hours

(Tuesday to Friday 9.00 – 12.30 hours)

Phone: (043) 38 85272

Visiting Address: Bonnefantenstraat 2, Room B0.07

E-mail: handicap@ssc.unimaas.nl

Student Careers Advisory Services (LCS) and the Study and Careers Information Office (ISL)

Students can ask for career or study advice in different ways and at different times from career advisors of the LCS or make use of the varied documentation of the ISL.

Student Careers Advisory Services (LCS)

The career advisors of the LCS offer professional support when students have questions or doubts about

- Choice of study programme (did I choose the right programme of study?),
- The development of the way one's study is going (what internship or study route is best for me?),
- Orientation for a Master's course or for the labour market (do I want to look for a job before continuing with a Master's, what job or position and what kind of organisation suits me best, how must I go about applying for a job?)

Students can appeal to career advisors at all stages of their study. They can help with taking important decisions.

Guidance is offered individually or in groups, for instance in workshops on career development, training in how to apply for a job and in courses about choosing a study programme.

Appointments can be made by telephone: (043) 38 85318.

Visiting Address: Bonnefantenstraat 2

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 85318

Website: www.loopbaancentrum.unimaas.nl

Study and Careers Information Office (ISL)

The ISL has information about the following:

- Study programmes in The Netherlands, higher education, post-academic and post-professional education and courses,
- Study programmes and internships outside The Netherlands, summer courses, language courses and entrance tests,
- National and international labour market, career planning, vacancies, psychological tests and applying for jobs.

The documentation consists of written materials, digital data banks and listings of websites. By consulting the electronic catalogue (via website LCS) one can find what information is available (see website LCS). Graduates can collect yearbooks at ISL.

Visiting Address: Bonnefantenstraat 2, Room E 1.13

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 85318

Website: www.loopbaancentrum.unimaas.nl

Visiting hours: Monday to Thursday 11.00 – 16.00 hours

Friday 10.00 – 12.00 hours

Different visiting hours and holidays will be publicized in the Observant and on the website.

Accommodation Services

When looking for accommodation one can contact Accommodation Services, a non-commercial agency which mediates in finding accommodation and which is linked to Student Services. Writing oneself in with Accommodation Services provides assurance for finding a new room should problems with accommodation arise. Accommodation Services mediates both for private rooms and about 2300 rooms and studios belonging to the housing association in Maastricht. These offer the possibility of a rental subsidy. The costs for writing oneself in are € 30.00.

Visiting Address: Bonnefantenstraat 2

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 85300

E-mail: kamerburo@SSHM.unimaas.nl

Website: www.kamerburo.unimaas.nl or www.kamerburo.net

Visiting hours: Monday to Thursday 11.00 – 16.00 hours, Friday 11.00 – 13.00 hours.

One can write oneself in with Accommodation Services (= Kamerburo) and look for suitable accommodation via the website.

Studium Generale

The Studium Generale organises lectures, debates and workshops in the areas of art, culture, science and society. In addition it organises cultural activities. These activities offer one the opportunity to broaden one's intellectual horizon.

The lectures are often grouped around a theme, which will be discussed from the perspective of various scientific disciplines. The cultural activities comprise small-scale theatre performances, cabaret and music. In addition there is space for activities by students themselves, like an open podium, the monologue contest and the student song festival. The Studium Generale also organises Global Cultural Nights: evenings on which music and dance from other cultures form the focal point and when other expressions of culture receive attention.

Students can cooperate actively with the preparation and organisation of activities and can propose ideas at the Bureau of the Studium Generale (SG). Information about the activities can be found on the SG-website and in the SG-Agenda,

which is handed out at all faculties four times a year. One can also apply for the E-mail Service via mail@sg.unimaas.nl

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 85307

Fax: (043) 38 85310

E-mail: mail@sg.unimaas.nl

Website: www.sg.unimaas.nl

Science Shop

The Science Shop mediates in finding students or new graduates who want to do research for non-commercial social organisations, like patient organisations, environmental movements, public services, interest groups, etc. Students conduct the research as part of their curriculum as degree or course thesis and in addition to their credits, receive a full expense allowance, expert guidance, availability of telephone, fax, pc, etc., a homely and productive place to work and a small financial remuneration.

Visiting Address: Bonnefantenstraat 2

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 85292

E-mail: wetenschapswinkel@ssc.unimaas.nl

Local Website: www.ssc.unimaas.nl/wetenschapswinkel

National Website: www.wetenschapswinkel.nl

UM Sports Services

UM Sports Services organises trainings, lectures, contests, and competitions in the field of sports and moving recreationally for the benefit of students and staff members. A sports card (€ 42.50 per academic year / € 27.50 from 2d January 2006) allows one to use the sporting facilities.

The sports card can be bought at the UM sports desk in the inner city, Bonnefantenstraat 2 and at the UM sports desk in the Randwyck Sports Hall, 180 Sorbonnelaan. Remember to bring your ID Number. Payment can only be made electronically (pin pass or credit card).

Telephone Secretariat UM Sports

Services: (043) 38 85311

Telephone Randwyck Sports Hall: (043) 3613933 (from 12.00 hours)

E-mail: UM Sport@ssc.unimaas.nl

Website: www.ssc.unimaas.nl/UM Sport

Maastricht has many Students Sports Clubs which form the association: Maastricht University Student Sports Trust (MUSST), see www.musst.unimaas.nl

Higher Education for Seniors (Community College UM)

The Community College UM organises courses on an academic level for persons of 50 (45) years and older, which want to broaden and deepen their knowledge. The courses do not lead to a diploma or career; personal development and the joy of learning come first. As persons of 50 (45) years and older not only because of their previous education but also because of life's experience can follow the level of education offered, a diploma is not required for taking part in the Community College.

Postal Address: P.O. Box 616, 6200 MD Maastricht

Telephone: (043) 38 83550

E-mail: info@hovomaastricht.nl

Website: www.ssc.unimaas.nl/hovo

Alumni Office

The Universiteit Maastricht attaches great value to the link with its alumni. This link makes an alumnus into an ambassador of Maastricht University, here and abroad. The UM Alumni Office promotes the network of alumni, regularly organises regional, national and international alumni group meetings and sees to it that the UM alumni receive the alumni magazine ContinuUM free of charge, three times a year.

General Information: Ine Kuppen, Telephone (043) 38 85231

E-mail: alumni@ssc.unimaas.nl

AlumniNet: www.alumni.unimaas.nl

Tafelstraat 13

The Students Centre at Tafelstraat 13 is an open house for all students of Maastricht University and the University of Professional Education Zuyd. Students are given the opportunity to engage in activities, which matter to them besides their study. Tafelstraat 13 offers an extensive programme in the area of life's ideology, society and culture. Students, freelancers and three pastors guarantee an atmosphere of openness and involvement. Besides courses and group activities there is also opportunity for a personal talk and meeting each other.

To give an idea of what is offered: weekly meals, evensong and choir. Open evenings are organised regularly. Students can enrol for a series of events, like discovering one's boundaries, a mini course in acting, meditation, working with dreams, passing by church and pub, philosophy, drawing and painting intuitively, the ABC of the Bible, cooking course. There is an International Diner every month. Together with the general counsellors, a workshop is organised about "Dealing with Grief". There are also activities on Saturday: dance day, core weekends like engaging in art, monastery

weekends, Buddhist and Christian city trips.

Every month the monthly letter 'The Thirteenth' appears; a subscription is free of charge for students.

Address: 13 Tafelstraat, Ecumenical University Chaplaincy, 6211 JD Maastricht.

Telephone: (043) 3215651

E-mail: tafelstraat13@ssc.unimaas.nl

Website: www.tafelstraat13.nl

6.2.1 NIP and SPS

The Section of Psychology Students (SPS) is part of the Netherlands Institute for Psychologists (NIP) with 1400 student members. The NIP is the professional association of psychologists and has well over 12.000 members. The NIP offers service in the area of developments within the psychology programmes of study, post-graduate programmes, refresher courses, job opportunities, advice on setting oneself up independently, protection of one's title and professional ethics. For students this is an important organisation to help after graduation at the labour market. In the Netherlands 17.000 students follow a psychology programme. Many of them you will meet as competitor while applying for a job.

The NIP student membership offers the following advantages: Monthly posting of the magazine 'De Psycholoog' with scientific articles, vacancies and announcements of lectures and congresses, opportunities to make contact with psychologists from various disciplines, reduction on entrance fees for lectures and conferences and participation in the activities of the NIP sectors, sections and working groups. For € 4,75 per month you have access to these services. See www.psynip.nl for further information.

Psychodiagnostics Registration

Coordinator: Anton de Vries, neurocognition, tel. 38 84043, 40 Universiteitssingel, East, Room 4.765, E-mail: a.devries@psychology.unimaas.nl

Description of the registration

Psycho diagnostics is the branch of psychology in which people are qualified by psychological assessment. These qualifications are important in many judgment and decision processes. Examples are: personnel selection, the evaluation of child molesting, or educational career decisions. The illustrations make clear that these qualifications may have important consequences.

To promote the quality of the psycho diagnostic profession, the Dutch Institute of Psychologists (NIP) has introduced a registration of psycho diagnostics. This registration warrants that the student masters the fundamental knowledge and skills that are rooted in accepted psycho diagnostic principles. The registration is awarded by way of a NIP signed certificate. The student receives it on graduation in supplement of the Master diploma. The graduate is also incorporated in a public register that is managed by the NIP. Additional information about this registration and its regulations is to be found at: <http://www.psynip.nl>.

Conditions

At the time of going to press of this prospectus it was not clear for which tracks the registration can be obtained. Probably it will be possible for the specializations Neuropsychology and Abnormal Psychology. The exact requirements will be specified as soon as this is published by the NIP.

Information

Additional information is available at:

<http://www.personeel.unimaas.nl/A.deVries/edu/BAPD/>

Students intending to qualify for this registration should contact Anton de Vries. It is vital for the student to ensure that the planned training period allows the student to gain sufficient diagnostic experience. Also for additional information on these regulations you can contact him.

6.2.2 SPS Platform Maastricht

The SPS has a national governing body on which members from the various universities have a seat. In addition there is a local SPS platform in each university town. The platforms organise post-graduate programmes, information days, workshops, excursions, lectures and visits to institutions where psychologists work.

The Section of Psychology Students (SPS) consists of a platform of a group of psychology students and has been active for a few years now. The aim of the SPS is to inform UM students about the professional practice of the psychologist.

The SPS gives one an idea of varied areas of work. It hopes to help students in making a well-considered choice when deciding on a degree programme, electives and career. It also tries to give a picture of where a student can end up after his or her studies and what jobs are like.

There are contacts with senior advisors who work at the Netherlands Institute of Psychologists (NIP). One can call upon these senior advisors for a personal talk about one's career. It is possible to make contact with sections and working groups of the NIP via the SPS. By becoming active in a section a student can take a look in the 'kitchen of psychology'. Contacts can also be made with a view to finding an agreeable place for one's internship. Participation in (inter) national congresses and workshops offer the opportunity to broaden one's knowledge.

If you want to become a member or want to be active in the SPS platform, send an e-mail:

SPSNIP_PFM@yahoo.com

6.3 InterUM BV

The faculty increasingly makes use of the services of InterUM BV (internal placement bureau of the Universiteit Maastricht), especially with regard to placement of student tutors, student assistants, and invigilators. Information can be obtained from:

InterUM BV, P.O. Box 616, 6200 MD Maastricht.

Visiting Address: 22ATongersestraat

Telephone: (043) 38 82688

Fax: (043) 3263579

E-mail: bureau@interum.umholding.nl

Also for the Job Centre: www.umholding.nl/interum

6.4 EDUCATIONAL SUPPORT: THE EDUCATION OFFICE

6.4.1 General

The Education Office of the Faculty of Psychology provides an important contribution to the logistical planning, administration and organisation of the study programme. The Education Office also functions as the central point of information for all matters related to the study programme and sees to the administration of all matters pertaining to the examinations and the study in general. Students can contact the education desk of the Education Office with queries about the study programme and examinations and can collect the course manuals and timetables there.

The education desk is located at level 0, 40 Universiteitssingel East, Room 0.636a.

Staff Members Education Office and Internationalisation Office

Position	Staff Member	Room	Telephone
Head Education Office	Irma Kokx	5.777	38 81883
Secretariat	Isabel Hikisch	5.761	38 81911
	Yvonne Lenoir	5.761	38 84123
Logistics & Planning	Harry Timmers	5.773	38 84013
Examination Administration	Marian Pieters	5.765	38 81939
	Ellen Blaauw	5.765	38 84002
Staff Member for Internships	Ellen Blaauw	5.765	38 84002
Secretary Examination Committee/ Staff Member Public Relations	Alessia Neyndorff	5.744	38 81747
Research Master			
Staff Member for OWW	Yvonne Lenoir	5.761	38 84123
Coordinator BaMa	Jet van der Pluijm	5.755	38 82175
Coordinator Bureau Internationalisation	Loes Mallee	5.753	38 81920
Staff Member Bureau Internationalisation	Anke van der Stoel	5.749	38 84031
Staff Member Training and Evaluation	Wladimir van Mansum	5.759	38 84541
Coordinator Eleum/Blackboard	Enny Beerden	5.759	38 84009
Staff Member Public Relations	Willie Schipper	5.771	38 81871
	Mandy Rouwet	5.771	38 82209
Staff Member Software Development	Tamerius Cohen	5.747	38 84543

Announcements about Educational Matters to Students

Changes of and additions to timetables, study programmes and regulations can always occur during the academic year. In order to announce these changes and additions as clearly and quickly as possible to all concerned, the faculty has a section in the University Magazine Observant. Also, messages will be announced on the information boards on level 0, 40 Universiteitssingel East, and also be made known via eleum/blackboard if necessary.

Discount Office

Students of the Faculty Association 'Luna-tik' run a discount office. Opening hours will be announced before the start of each course. Staff members of the Education Office do not sell books.

Timetable for each Course Period

There is a separate timetable for each course period each year. These timetables will be announced on the information boards of the Education Office on level 0 at least one week before the start of the course and can also be obtained from the education desk on level 0 (Room 0.636a). Furthermore, timetables are published on blackboard. Students should take into account that educational activities can take place in the evening (in the academic year 2005-2006, not later than 22.00 hours as a rule).

Course Manuals

Each course has its own 'Course Manual', put together by the Course Planning Group. The course manual must be seen as a kind of railway timetable for the course concerned, with cases, lists of literature, which can be studied, names and telephone numbers of subject experts who can be consulted. Sometimes there are also indications of possible ways in which students can approach a problem, etc. The course manual is handed out by the education desk of the Education Office. In most cases, the course manual can also be downloaded from eleum/blackboard as well as the literature that goes with it (e-reader).

Division into Tutorial Groups

The Education Office of the Faculty of Psychology divides students into tutorial groups. If a student is not mentioned in

one of the groups (see timetable board of the Education Office on level 0), he or she can still be placed in a group via a 'naplaatsing' form (to be collected at the education desk of the Education Office).

It is possible that students might want to attend a meeting of a different tutorial group once but this is not allowed. Changing tutorial groups is only allowed during the first week of a course and is only possible by way of an exchange with somebody else. Forms to apply for this can be obtained from the education desk during consulting hours.

Attendance Register

The tutor of each tutorial group keeps an attendance register. Students must sign a form at the last meeting of each course to indicate their agreement with the registration noted by the tutor. If a student is absent during the last meeting the presumption will be that the student agrees with the registration of attendance. If there is a difference of opinion between the student and the tutor, this must be referred to the Examination Committee.

Enrolment for a Course if the Attendance Requirements have already been met in the Previous Academic Year

If a student has met the attendance requirements for a course but has failed the exam, the student will not be automatically placed in one of the groups for the course in the next academic year. If a student wants to take part in the course (e.g., with a view to refreshing the course material) he or she must apply at the Education Office at least two weeks before the course starts and complete and hand in a form for 'naplaatsing'. Depending on the organisational possibilities the application will be agreed to. If one does not apply or applies too late, the Education Office will not place the student in a group.

Study Programme

At the beginning of each academic year, each student is automatically put into the year in accordance with the EER. No account will be taken of courses from previous years that still need to be completed. To continue with courses from the previous year(s), a 'naplaatsing' form will have to be completed.

Exemptions

Exemptions will be considered on the basis of courses done previously and in accordance with the EER. A request for this must be submitted in writing to the Examination Committee with written proof.

Illness and Absence

In case of illness/absence for a period of more than 10 consecutive days the student must notify the secretariat of the Education Office in writing, mentioning name, ID Number, address and a short description of the reason/cause and expected duration of absence. When the student has returned / recovered he must report to the Education Office at the first opportunity after the day on which he has returned. Only if this procedure is adhered to can the report of illness be incorporated into the dossier and be used at an examination review and for requests to make up what has been missed. The Examination Committee may require a statement in certain cases. This statement may also be used as proof in the case of requests from the Auditors Fund or Graduation Fund. It is important to contact the student advisor as soon as possible.

Discontinuing or interrupting one's Study

It is possible that for whatever reasons a student interrupts his study or even stops it altogether during the academic year. In this type of case, it is necessary that the student be informed about the consequences and possible obligations that this involves. The student has to report this to the Education Office and to Student Services. Information about stopping with one's study and a request for the reimbursement of university fees at the UM can be found on the website of Student Services: www.ssc.unimaas.nl, press "(her)inschrijving", press "uitschrijving en restitutie".

Information about termination of one's study grant can be found on www.ib-groep.nl (termination of one's study grant can be effectuated by means of the 'change' form which can be obtained via the ib-website or at the information desk of Student Services. One should take note of the need to hand in one's public transport (OV) card before the deadline. Reporting an interruption in or discontinuation of one's study on time ensures one's rights as regards the time one is allowed to take for one's study. The university is obliged to report the student's enrolment period to the 'Informatie Beheer Groep' each year.

Change of Study Address

If a student changes his or her study address this must be reported to Student Services. This can be done with your unimaas account to www.esc-ssc.unimaas.nl. One must count on a period of ten working days for this to be processed. The Education Office takes the study address to be the postal address. Post from the Education Office often goes via the students' post box.

Inspection of Students' Dossiers

A student has the right to look at his/her dossier, in keeping with the privacy regulation of Maastricht University. The student can make an appointment for this with one of the staff members of the Education Office during consulting hours. The dossier contains the enrolment forms and correspondence about the student. Copies of diplomas, registration of study duration and the like are kept at Student Services.

Medical Aid, Insurances, etc.

Statements about enrolment and one's study are issued by Student Services and not by the Education Office. However, the forms for Child Benefit and these matters are signed and stamped by the Education Office.

Diplomas

The Education Office issues diplomas after the Examination Committee has confirmed the examination result. Duplicates are not issued. In case of loss or theft this must be reported in writing to the authority that issued the diploma (study programme and Examination Committee). A statement will be issued declaring when the diploma was

issued and the examination programme. NB: Never part with official diplomas, always use photocopies.

6.4.2 Opening Times of the Education Office and Correspondence

Education Desk

Students can consult the education desk of the Education Office only during opening hours (Level 0, room 0.636a).

The opening hours are: Monday to Friday, 10.00-11.00 hours

In the first and last week of a course the opening hours are extended to also Monday to Thursday, 15.00-16.00 hours.

Information Boards – Courses and Examinations

All timetables and possible changes, plus the lists of tutorial groups for current courses will be made known on the information boards. In addition, all exam results and overviews of exam dates, etc. will also be made known there. The information boards can be found on level 0. 40 Universiteitssingel East.

Changes will also be publicized on eleum/ blackboard.

Post

Post for the Education Office and/or the Examination Committee can be put in the secretariat post box at the Education Office (room 5.761) or in the education desk post box (level 0).

There are standard forms that deal with the most common questions and procedures. These forms can be found at the education desk but they will also become available via eleum/blackboard during the current academic year.

Standard Forms

The following forms are in use by the Education Office:

Form for 'napplaatsing' (Subsequent Placement)

If one has failed a course, one is not automatically put into a group for that course again. One would have to request this by completing a form for 'subsequent placement' and hand it in. The Education Office will check whether one is allowed to do the course and confirm this with the student. This placement can either be for the course, with or without the practical training, or for the practical training only.

Changing Tutorial Groups

The Education Office puts each student into a tutorial group. This has to be adhered to. If there are reasons to change to another group this will only be possible if one changes groups with another student. Both students have to fill in the 'Changing Tutorial Group' form, sign it and hand it in at the Education Office.

Examination Administration

If a student thinks that a mistake has been made with an exam result, this query can be directed to the examination administration (form 'Examination Administration'), which will look into the matter and reply.

Application for a Compensatory Assignment

If one has not complied with the attendance requirements for tutorial group meetings, one can apply to do a catch-up assignment by completing the 'Application Catch-up Assignment' form. This must be handed in within 2 weeks after the course is finished. The dates of the meetings not attended must be on the form.

Declaration for Research Internship

Once a placement and starting date for an internship have been established, the 'Declaration for Research Internship' form must be completed. On the basis of this it will be decided whether entrance requirements have been met. A contract for internship will be drawn up and signed by both the student and the supervisor.

Declaration for Practical Internship

If one wishes to do a practical internship as well as a research internship, application can be made by completing the 'Declaration for Practical Internship' form. For example, this might be needed to get a basic registration in Psycho Diagnostics or to comply with the entrance requirements for the post-graduate to become a psychologist in Health Sciences.

Application for Master Examination

When one is about to complete one's studies and wants to graduate, application for this must be made two months before the planned graduation date. Only once the 'Application for Master Examination' form has been handed in will it be checked to see if the requirements have been met.

Students' post boxes

Each student has his/her own post box. These are on level 0 and are used to distribute information and results. Students also use these to communicate with one another and lecturers make contact with students in this way. The post boxes are arranged according to ID numbers.

Postal Address

Universiteit Maastricht, Faculty of Psychology, Education Office, P.O. Box 616, 6200 MD Maastricht

6.5 MENTOR

Students in the Research Master will have regular interactions with a mentor, who guides the learning process and supervises the personal growth of the student. Close monitoring of student performance and progression will help ensure that students complete the master's programme on schedule.

The mentor should also fulfil the role of a person the student can trust and rely on. For instance, if a student has either academic or non-academic problems, this student should in principle be able to approach his/her mentor to discuss the issue and together look for a solution.

During the introductory week of the first year, each student is assigned to a senior researcher of a student's specialization as faculty mentor to evaluate progress and identify potential problems. Students will plan a schedule for

meetings with their mentors. Meetings are to take place at least once a month and are generally short (about 30 minutes or less). The student needs to inform the mentor in advance about issues that are to be discussed during the meeting.

6.6 STUDENT ADVISOR

Students can contact the student advisor on the following matters:

Advice on Situations hampering the Study e.g.:

- Motivation Problems,
- Concentration Problems,
- Psychological Problems,
- (Physical) Handicaps,
- Prolonged Illness.

Questions and Advice about (Statutory) Regulations, e.g.

- Regulations for the Financial Support for a Student,
- Student Grants and Loans,
- (Appeal) Procedures,
- Enrolment Options.

The student advisors are Monique Römken, m.romkens@psychology.unimaas.nl ; 40 Universiteitssingel East; Room 5.753; Tel. (043) 38 81936 (for students whose surname begin with the letters A to K) and Gerda Galenkamp, g.galenkamp@psychology.unimaas.nl; 40 Universiteitssingel East; Room 5.753; Tel. (043) 38 81888 (for students whose surname begins with the letters L to Z).

Appointments can be made via the secretariat of the Education Office, telephone (043) 38 81911 / 38 84123.

6.7 UNIVERSITY LIBRARY

The University Library (UB) provides services to all staff members and students of Maastricht University, the Maastricht Academic Hospital (azM) and to persons and institutions in the region, who are members of the UB. The service of the UB to the faculty is reviewed in the faculty library committee of which the following persons are members: representatives of the faculty (staff members and one or more students), and a representative of the UB. There is also a joint library commission for all faculties at Randwyck and the azM: The Commission Scientific Information Randwyck (CWI/R).

Literary Collections and Locations

The modern literary collection at the UB is specialized in the areas of research and education for the various faculties: i.e. General Sciences, Cultural Sciences, Economics and International Business Management, Law, Medicine, Health Sciences and Psychology. In addition to these specialized areas the UB has a general university collection (interdisciplinary and not geared to a specific faculty), which includes the Jesuit collection (library holdings of the former Jesuit programme of study), with historical works covering all disciplines.

The UB collection is housed in a number of different locations. The collections in the areas of Medicine, Health Sciences, and Psychology can be found in the UB Randwyck (50 Universiteitssingel). A collection in the area of Clinical Psychiatry can be found in the library of the 'Psychomedisch Streekcentrum Vijverdal' (1 Vijverdalseweg).

Economic-statistical works and government publications can be found in the UB City Centre ((Grote Looierstraat / Nieuwenhofstraat). The collections pertaining to the faculties in the city centre can also be found there; General Sciences, Cultural Sciences, Economics, International Business Management, Law). The collections and computers of both UB locations can be used by all UM students.

The collections are generally freely accessible and the vast majority of books can be borrowed. The following works cannot be borrowed: reference works, periodicals, books in the Learning Resource Centres, course manuals, videotapes and Doctoral and Bachelor Theses. Works, which are less current, like periodicals published before 1995, are stored in the depot (not accessible to the public) and can be asked for with the UM Card. Copying can also be done easily by using the UM Card.

Looking for Literature

How do you find literature, books and periodicals and other media in the UB collection? Titles of (printed) books and periodicals and videotapes can be looked for in the computerized catalogue (OPC) of the UB. There are computers in all library locations where you can consult the OPC, which you can also do from home. 'How to consult the OPC' will be dealt with during the UB introduction in the beginning of the first academic year.

Extensive Literature Search

All titles that are part of the entire collection of the UB (at all locations) can be looked up with the help of OPC. The Dutch catalogues, like the National Central Catalogue (NCC) and the catalogue articles from periodicals in the Netherlands (OLC / Online Contents) can be consulted at the university or at home via these OPC computers in the UB and via the UB Home Page.

Extensive literature search in various international bibliographical data banks (literature data banks) is possible via the UB Home Page. These data banks can be consulted in the UB and in the Learning Resources Centre, and in the Computer

Resources Centre of the Psychology Faculty and also at home. Access to UB data banks (catalogues, literature data banks and electronic periodicals) from one's computer at home is subject to a number of (technical) conditions. Skills training in searching for literature data banks that are important for psychology, like PsychInfo and Medline, are organised for first year students during the first semester. The UB provides regular courses on Medline /PsychInfo and EndNote (by subscription).

Borrowing Books

Most books in the library collection can be borrowed. For this, a personal UM Card is needed which has to be activated by the UB the first time it is used. Computerized borrowing is possible via the 'Lendomaat'. The most important rules for borrowing books are:

- The borrowing period is four weeks and can be extended (if the title has not been reserved),
- One can only borrow a maximum of ten books at the same time,
- Books which have been borrowed can be reserved,
- Borrowing and returning books must be done at the location where they belong,
- Borrowers can extend the borrowing period themselves and reserve books via the computers in the UB or in the Learning Resources Centre, in the Computer Resources Centre of their faculty or from home.

UM Card

A valid UM Card is needed to make use of the UB and the Learning Resources Centre; for entering and leaving the UB, for borrowing and making copies and for asking for publications from the depot.

Computer Facilities

There are many computers for students in the Learning Resources Centre where they can search and process information. These computers offer access to the UB catalogue, the most important literature data banks, electronic periodicals and Internet (Internet Explorer and e-mail). Moreover programs have been installed to store and process information (software for database management, spreadsheets, word processing, statistics and graphic programs). A number of these computers can be reserved. Students can make use of computers that are specifically meant for consulting the UB information / literature data banks, electronic periodicals and UB catalogues, on level 1 of the UB. You will find LINK (Reading and Internet Cafe), where UM students can surf and communicate on the Internet. This is found in front of the UB entrance on the platform.

Audio-visual Media

Videotapes can be viewed individually (AV units) or in groups in a special room (a key can be borrowed for a maximum of 2 hours) on level 3 of the Learning Resources Centre.

Places for Study

There are places allocated for study both in the library and in the Learning Resources Centre and the "quiet hall" on level 3 gives one the opportunity to study in silence. There are study rooms for individuals and groups with or without computers, on levels 2 and 3. A limited number of these rooms can be reserved (at the desk of the Learning Resources Centre on level 2).

In Conclusion

In addition to rules for borrowing books, the UB also has a number of general rules. It is not allowed to enter the library wearing a jacket or carrying a bag. One can use the cloakroom and lockers near the UB entrance. Mobile telephones should be switched off. Those who use the library are expected to put the literature they used back in the right place. Smoking and eating is not permitted.

Talking loudly is not allowed in the library and in the Study Resources Centre to avoid noise disturbance.

More information about the UB services can be found on the UB Home Page (www.ub.unimaas.nl). The UB portal for psychology (www.ub.unimaas.nl/fdp) in the 'UB for faculties' column offers specific information for students and staff members of the Faculty of Psychology.

University Library, Randwyck Address:

50 Universiteitssingel

6229 ER Maastricht

Telephone Information Desk: (043) 38 81804 (general information, information about literature data banks and UB courses).

Telephone Lending-Desk: (043) 38 81805 / 38 81806 (extension borrowing period / reservation of books, information about UM Card and borrowing from other libraries).

Telephone Study Resources Centre: (043) 38 81807 (information about Study Resources Centre, reservation of space).

University Library, Randwyck Office Hours:

08.30 – 22.00 hours

08.30 – 19.00 hours

12.00 – 17.00 hours (opportunity for being present only, no borrowing)

2.00 – 17.00 hours (opportunity for being present only, no borrowing)

From Monday to Friday after 17.00 hours the service in the library is used for working in only. During these times, borrowing books is only possible via the 'Lendomaat' automatised system from the open collection but not from the depot. Books can also be returned to the letterbox for books next to the entrance.

Basic Textbooks and Learning Resources Centre

General

The basic textbooks are compiled from a carefully drawn up list, which the psychology lecturers think students should have. The choice of these books has been governed by the following criteria (though various criteria were applied differently for different books): relevance, scientific quality, didactic quality, presumed 'half-life', topical interest and price. The amount reserved for buying books in a student's budget (approx. € 363 p.a.) has also been taken into account.

Function of Learning Resources Centre

It would be a mistake to assume that one does not need to buy basic textbooks because there are sufficient copies in the Learning Resources Centre. It is not only impossible to have sufficient copies available in the Study Resources Centre for the large number of students, but also it is not the primary purpose of the Learning Resources Centre. The Centre is there primarily to enable students to search for information relevant to their learning objectives, in a collection of varied sources.

The books used for problem-based learning are categorized in the following manner:

- a. Basic books. These core texts cover a significant part of a particular subject area.
- b. Alternative textbooks. In most scientific fields, a substantial number of introductions, compilations, and surveys dealing with more or less the same topics are available, although each book may discuss the topic in a different manner (different theoretical perspectives, different examples, illustrations, style, organisation of the subject matter, etc.).
- c. Thematic books. These deal with a specific topic, which may be relevant for one or more assignments within a given course.
- d. Reference books. In particular, dictionaries and atlases.
- e. Specialized books. Books containing information not necessarily related to the learning objectives formulated during the tutorial groups.

The emphasis when selecting the book collection for the Learning Resources Centre was not on the basic textbooks, but on the alternative textbooks, thematic books as well as reference books. (It should be clear that specialized books could be found in the library.)

Exploratory and Process Learning

In most educational systems, the lecturers determine the learning objectives for the students. The subject matter students have to master for the exam, is communicated by way of lecturers, practical training, lecture notes, book lists etc. The lecturer defines the learning activities to be carried out by the student. The students learn what has been told and work through the relevant literature systematically.

In contrast, problem-based learning has the subject matter centred on problems and tasks. Generally speaking, the problems and tasks, with their ensuing learning objectives, are intended to lead students to explore different approaches and consult various sources of information. At times, students may be inclined to limit themselves to the basic textbooks and other required reading only in the working out of the learning objectives. If this is the case, there is the risk that discussion and reporting during the tutorial groups can run dry because everyone has used the same material.

6.8 PROGRAMME EVALUATION

One of the ways to guarantee the quality of instruction is the evaluation of the courses offered. An evaluation provides information on educational/didactic problems. In addition, programme evaluation forms the basis for the exchange of information and consultation with those directly involved and also serves as the point of departure for taking and implementing concrete measures for the curriculum.

The evaluation process consists of the following steps:

- Students are asked to complete a questionnaire when they do the course examination. This questionnaire serves as a global screening for the instruction given. The purpose of the screening is to find out where problems have arisen, as well as to gain initial insight into the nature of the problem.
- The results of the screening are subsequently made known to all parties concerned, in the form of a short report in which both the quantitative and qualitative data have been worked out.
- On the basis of the information available, concrete measures may be taken to improve the instruction. Such an initiative may come from any of the parties involved; i.e. the Educational Administrator, the Educational Committee, the Programme Director, the Planning Group or the students.

The Questionnaire: Administration, Format, and Report

The results are based on questionnaires where students can make their opinion on the study programme known. This questionnaire is handed out during the course examination. Students are requested to take the questions seriously, to mention the number of their tutorial group, their ID number and to indicate the relevant course. It goes without saying that privacy is guaranteed when the data are processed.

The questionnaire covers questions related to all the important aspects of Problem-Based-Learning. Certain aspects, for instance the role of the tutor, have more questions, while other aspects have only one question. Likert-type questions (totally disagree = 1 to totally agree = 5) are used and questions calling for criticisms, which are scored on a 10-point scale.

The average and standard deviation as well as the minimum and maximum number of respondents are given for each answer. The data are worked out in a report and the tutors receive feedback on their functioning.

Both lecturers and students are involved with the programme evaluation. For most students, this will be limited to the completing of the questionnaire at the end of the course.

The students are informed of the results of the programme evaluation by the Psychology Faculty and on the information board at the Education Office. The data are always available for looking at.

Contact Person: Wladimir van Mansum.

Education Office. Tel: (043) 38 84541, 40 Universiteitssingel. Room 5.759.

6.9 COMPUTERISED INFORMATION SYSTEM (OBTAINING RESULTS)

As it will take several days between the confirmation of the result by the course coordinator and entering it into the computerized information system, the results are publicized on the information boards on level 0, as soon as they are known. When the data have been entered into the computer the lists of results will be removed and students can consult their results themselves and / or print them out via the website of the Faculty of Psychology:

www.psychology.unimaas.nl under the link 'Studie-informatie', after which one selects the link 'Premium/ISS'. If results are missing or are incorrect, the student must hand in a printout with the incorrect data at the Education Office. The student will receive a reaction in his/her post box.

Once a year each student receives an overview for checking the results. Please notify the Education Office of possible mistakes.

Students can direct questions of a general nature to the ICTS service desk, telephone (043) 388 3564. If there are questions about the use of ICT for one's study, please call on the ICT service desk, at the Computer Resource Centre of the Faculty of Psychology in the Psychology Building on level 1.

6.10 INSTRUCTION ROOMS

There are 21 Instruction Rooms available in total. Each room has a standard equipment of 14 chairs, and a chalkboard or whiteboard. The Instruction Rooms can be found on level 1 to 5 of 40 Universiteitssingel.

Computer Resource Centre

Location 40 Universiteitssingel, level 1:

1.734 and 1.746

Colloquium Halls

Location 40 Universiteitssingel (Uns 40), level 0:

0.737 Diepenbeekzaal 35 places

0.731 Luikzaal 35 places

0.771 Tongerenzaal 70 places

0.553 Keulenzaal 40 places

K.667 Heerlenzaal (level -1) 50 places

Location P. Debyeplein (Deb 1), level 0:

D.003 en D.005 35 places

Lecture Halls

Location 40 Universiteitssingel (Uns 40), level 0:

0.647 Maastrichtzaal 404 places

0.673 Akenzaal 150 places

Location 50 Universiteitssingel (Uns 50), level 0:

0.402 Blauwe zaal 259 places

0.406 Groene zaal 65 places

0.480 Rode zaal 65 places

Location 1 P. Debyeplein (Deb 1), level 0:

D.001 Auditorium 175 places

External Spaces

Tests are often done in Sports Halls in:

Daalhof, Goudenweg 190, 6216 TT Maastricht

De Heeg, Roserije 500, 6228 DN Maastricht

Dousberg, Dousbergberg 4, 6216 GC Maastricht

Geusselt, Olympiaweg 81, 6229 HD Maastricht

Randwyck, Sorbonnelaan 180, 6229 HD Maastricht

MECC, Forum 100, 6229 GV Maastricht

6.11 EXAMINATION

Participation

Students whose names appear in the tutorial groups are automatically listed for the course exam when it is a written test. Students are admitted to the exam up to half an hour after the exam has started but only if nobody has left the examination room in the mean time. For other means of assessment and deadlines students will be informed through the course manual and the information on blackboard.

Different Form of Testing

If a student would like to be eligible for another way of taking a test, he or she has to apply to the Examination Committee. If permission is granted the student must contact the secretariat of the Education Office at least one week before the test so that further arrangements can be made.

6.12 GRADUATION

A student who intends to graduate must notify the Education Office two months before the date of graduation by means of the 'Application For Master Examination' form. This can be obtained from the secretariat of the Education Office or downloaded from [eum/blackboard](#). The form must be handed in at least two months before the planned date of graduation. An appendix must be added with a transcript of the study results. Beforehand, the student must check the transcript and pass on anything that is unclear or incorrect to the Education Office. This will help to avoid any undue delay in determining the examination result. The Examination Committee confirms the receipt of the application form by e-mail and deals with most of the correspondence via the Unimaas student e-mail.

Graduation takes place every month. The Examination Committee notifies the student in writing if he or she has passed, around the date of graduation. The handing out of diplomas takes place only three times a year in accordance with the scheme that follows. After having graduated students can deregister from the university, stop their study grant and hand in their public transport (OV) card. In principle students can stay enrolled until the end of the enrolment period (usually August 31st) and keep their study grant and OV card until that date. One must be aware, however, of the fact that the IB group checks one's income each calendar year. If one's income is above a certain amount, the student must repay the study grant and will be fined for unjustified possession and use of the OV card.

Information about writing oneself out of the UM and applying for reimbursement of university fees can be found on www.ssc.unimaas.nl, press '(her)inschrijving', press 'uitschrijving en restitutie'.

Information about termination of the study grant can be found on the website of the IB-groep: www.ib-groep.nl.

Termination of the study grant can be applied for by means of a change form, which can be obtained via the ib website or at the information desk at the SSC. Please note that there is a deadline for handing in one's OV card.

When it becomes apparent that a student will not make the date of graduation, the application will lapse and a new application has to be submitted for another date. Two weeks before the diploma ceremony, the Examination Committee will notify students in writing as to where and when this will take place. If a student thinks that he or she should be considered to graduate 'with distinction', he or she must apply for it.

The following rules have to be observed for handing in a thesis: After the thesis has been handed in the assessors have 20 working days to look at it. If the thesis has been handed in on time, the Education Office will see to it that the assessment is returned on time. If the thesis has been handed in too late, all responsibility lies with the student. The student must then see to it that the assessment arrives in time at the Education Office.

7

Staff Members

Chapter 7 Staff Members

List of Abbreviations

AiO	Assistent in Opleiding PhD-student	NC	Neurocognitie Neurocognition
Bijz. Hgl	Bijzonder Hoogleraar Professor occupying an endowed chair	OiO	Onderzoeker in Opleiding Junior Researcher
BO	Bureau onderwijs Education Office	Opl.dir.	Opleidingsdirecteur Course Director
EP	Experimentele psychologie Experimental Psychology	OWW	Onderwijswetenschappen Educational Sciences
Ex.cie.	Examencommissie Examination Committee	Ow.&oz	Onderwijs en onderzoek Education and research
Ex.adm.	Examenadministratie Examination Administration	Oz.ass.	Onderzoeksassistent Research Assistant
FB	Faculteitsbureau Faculty Office	Pers.ass	Personeelsassistent Personnel Assistant
FdAW	Faculteit der Algemene Wetenschappen Faculty of General Sciences	Post-doc.	Gepromoveerde onderzoeker Post-doctorate researcher
FdG	Faculteit der Geneeskunde Faculty of Medicine	Secr.	Secretariaat Secretariat
FdGW	Faculteit der Gezondheidswetenschappen Faculty of Health Sciences	Toeg.	Toegevoegd Added
FdP	Faculteit der psychologie Faculty of Psychology	UD	Universitair docent Assistant Professor
FR	Faculteitsraad Faculty Council	UHD	Universitair hoofddocent Associate Professor
HgL	Hoogleraar, professor Professor	Vz.	Voorzitter Chairperson
KNAW	Koninklijke Nederlandse Akademie van Wetenschappen Royal Netherlands Academy of Arts and Sciences	W&V	Werving en voorlichting Recruitment and Information

Title	Name, First Name	Dept	Position	Room	Phone
Dr.	Adam, Jos	FdGW	UHD	UNS 50, 2.238	38 81389
Prof.dr.	Arntz, Arnoud	FdGW	HgL	UNS 50, 1.308	38 81606
Dr.	Bernstein, David	FdGW	UHD	UNS 50, 1.328	38 81945
	Beerden, Enny	BO	Blackboard coordinator	5.759	38 84009
	Blaauw, Ellen	BO	Secr.internships/Ex. adm.	5.765	38 84002
Drs.	Bles, Mart	NC	AiO	4.749	38 84042
Dr.	Blokland, Arjan	NC	UD	2.731	38 81903
Dr.	Blomert, Leo	NC	UHD	4.748	38 81949
Drs.	Bonte, Milene	NC	UD	4.777	38 84036
Dr.	Bögels, Susan	FdGW	UHD	UNS 50, 1.349	38 81609
Dr.	Boxtel van, Martin	FdG	UHD	UNS 50, 1.105	38 81028
Drs.	Braek in de, Dymphie	FdG	GZ-psych.	VIJ1, Dept. F	36 85264
Dr.	Breukelen van, Gerard	FB	UD	5.743 DEB1 2.064	38 84001 38 82274
Dr.	Broers, Nick	FB	UD	5.743, DEB1 2.064	38 81929 38 82274

Title	Name, First Name	Dept	Position	Room	Phone
Dr.	Delespaul, Philippe	FdG	UHD	KAP 2, 0.025	38 82572
Dr.	Dijkstra, Jeanette	FdG	Neuropsychologist	DRT10, 4.G4.034	38 74117
Drs.	Drost, Inge	FdGW	Lecturer	UNS 50, 1.354	38 81733
Mr. dr.	Evers, Silvia	FB, Oz.-inst.	Beleidsmedew, ambt.secr./ jurist ECP	5.732a	38 84539
Dr.	Formisano, Elia	NC	UHD	4.738	38 84040
Drs.	Galenkamp, Gerda	FB	Study advisor	5.753	38 81888
Dr.	Gerven van, Pascal	NC	UD	2.742	38 84512
Prof.dr.	Goebel, Rainer	NC	HgL	4.753	38 84014
Dr.	Groot de, Renate	FdG	UD	DRT10, 4.E3.007	38 81038
	Hikisch, Isabel	BO	Secretary	5.761	38 81911
Dr.	Huibers, Marcus	FdGW	UD	UNS 50, 1.353	38 81487
Dr.	Hurks, Petra	NC	UD	2.747	38 84269/ 84089
Prof.dr.	Jansen, Anita	EP	HgL, vz. capgr. EP	3.731a	38 81910
Dr.	Jansma, Bernadette	NC	UHD, vz. capgr. NC	4.742	38 81934
Prof.dr.	Jolles, Jelle	NC	HgL	DRT10, 4.E3.002	38 84098/ 84094
Drs.	Jong de, Jeroen	FdGW	Researcher	UNS 50, 1.326	38 81489
Prof.dr.	Kemner, Chantal	NC	Bijz. HgL	4.743	38 84522
Drs.	Keulen, Ron	FdG	AiO	DRT10, 4.E3.007	38 84126
Prof.dr.	Kok, Gerjo	FB, EP	HgL, Dean FdP until 1 January 2006	5.735	38 81937
Drs.	Kokx, Irma	BO	Head BO	5.777	38 81883
Drs.	Kopenhagen, Heidi	NC	AiO	4.731	38 84507
Dr.	Krabbendam, Lydia	FdG	UD	KAP 2, 1.002	38 82582
Dr.	Kreutzkamp, Reinier	FdGW	UD	UNS 50, 1.324	38 81605
Dr.	Lankveld van, Jacques	FdGW	UD	DBL25, 58	38 75698
	Lenoir, Yvonne	BO	Secr. BO/OWW	5.761	38 84123
Drs.	Mallee, Loes	BO	Internationalisation	5.749	38 81920
Drs.	Mansum van, Wladimir	BO	Training en evaluation	5.759	38 84541
Dr.	Markus, Rob	EP	UD	3.773	38 82474
Dr.	Nicolson, Nancy	FdG	UD	KAP 2, 1.041	38 82595
Prof.dr.	Merckelbach, Harald	EP	HgL, Dean FdP as of 1 January 2006	3.732a	38 81945
Drs.	Neyndorff, Alessia	FB	Public Relations Research Master, Secr. Ex. Cie.	5.744	38 81747
Drs.	Oers van, Anita	FdG	AiO	2.735	38 81035
Prof.dr.	Os van, Jim	FdG	HgL, vz. capgrp P&N	DRT10, 3.G4.044	38 75443
Dr.	Peeters, Frenk	FdG	UD	DRT10, 3.G4.042	38 77443
Dr.	Peters, Madelon	FdGW	UHD	UNS 50, 1.361c	38 81603
	Pieters, Marian	BO	Ex.adm.	5.765	38 81939
Prof.dr.	Postma, Eric	FdAW	HgL	JAC 6, 1.002	38 83493
Drs.	Pluijm van der, Jet	BO	BaMa coord.	5.755	38 82175
Dr.	Prickaerts, Jos	NC	Lecturer	2.737	38 81026/ 81168
Dr.	Ramaekers, Jan	NC	UD	2.736	38 81951
Dr.	Restifo, Kathleen	FdGW	UD	UNS 50, 1.354	38 81733
Prof.dr.	Riedel, Wim	NC	Bijz. HgL	UNS50, 1.1056	06-23517643
Drs.	Roebroek, Alard	NC	AiO	4.749	38 84039
Dr.	Roefs, Anne	EP	Post-doc.	3.747	38 82191
Drs.	Römkens, Monique	FB/NC	Study Advisor, Lecturer	5.753	38 81936
Dr.	Sack, Alexander	NC	UD	4.765	38 84267
Prof.dr.	Schiller, Niels	NC	Bijz. HgL, Research Master Coordin.a	4.743	38 84041
Dr.	Schwarzbach, Jens	NC	UD	FC Donders Centrum KUN	024-3610658
Dr.	Smulders, Fren	EP	UD	3.744	38 81909
Drs.	Sprokkel, Ed	FB	Directeur FdP	5.735	38 82174
Dr.	Stapert, Sven	NC	UD	2.731	38 81912
Dr.	Stauder, Hans	NC	UHD, vz. Ex.cie	4.736	38 81933
Prof.dr.	Steinbusch, Harry	FdG	HgL	UNS50, 1.124	38 81021
	Stoel van der, Anke	BO	Internationalisation	5.749	38 84031
Drs.	Theunissen, Eef	NC	AiO	2.735	38 81940
	Timmers, Harry	BO	Logistiek&Plan	5.773	38 84013
Prof.dr.	Verhey, Frans	FdG	HgL	DRT10, 4.E3.001	38 77442
Dr.	Vermeeren, Annemiek	NC	UD	2.738	38 81952

Title	Name, First Name	Dept	Position	Room	Phone
Dr.	Vlaeyen, Johan	FdGW	UHD, vz. capgrp DMKEP	UNS 50, 1.316	38 81601
Drs.	Vries de, Anton	NC	UD	4.765	38 84043
Drs.	Vries de, Rob	NC	UD	4.767	38 81894
Dr.	Vuurman, Eric	FdG	UD	2.747	38 81046
Dr.	Weerd de, Peter	NC	UHD	4.754	38 84513
Dr.	Wiers, Reinout	EP	UHD	3.732	38 81935

GENERAL ADDRESS OF THE FACULTY OF PSYCHOLOGY

Visiting Address: 40 Universiteitssingel East, 6229 ER Maastricht

Postal Address: P.O. Box 616, 6200 MD Maastricht

General Telephone Number: (043) 38 81886

General Fax Number: (043) 38 84199/38 84575

8

Subject Index

Subject index
Chapter 8
Subject Index

SUBJECT INDEX

A

absence 142
accommodation services 134
admission 115
alumni office 136
attendance at tutorial group meetings 111
attendance requirements 119

B

board of admission 13,116

C

change of study address 143
clinical apprenticeship 112,124
clinical internship and minors thesis 18
cognitive neuroimaging coordinator 20
composition of the curriculum 106
computerised information system (obtaining results) 153
course director 12
curriculum committee 11

D

degree 114
determining and publishing results 113
diploma 114
diplomas 144
discontinuing or interrupting one's study 143

E

education and examination regulations 104
education desk 144
education office 12,139
educational support 139
examination 154
examination committee 13,118
exemptions 112,121

F

faculty board of the faculty of psychology 10
form of the assessments 110
fraud 113

G

graduation 155

H

hardship clause 121
higher education for seniors (community college UM) 136
honours degree completion 120

I

illness 142
individual access to study results 116
information boards 144
information desk SSC 130
inspection of students' dossiers 143
instruction rooms 153
international service desk (ISD) 131
internationalisation 9
InterUM BV 139

L

library committee 13

M

mentor 18,146
minors thesis 125

N

neuropsychology coordinator 50
NIP 137

O

oral tests 110
organisation of the faculty of psychology 10

P

participation 154
post 144
problem-based learning (PBL) 8
procedural rules and exceptions 116
programme evaluation 152
proof of having passed a course 118
psychodiagnosics registration 137
psychology council 10

R

reassessments 121
regulation on fraud 126
requirements for the research master degree 120
research apprenticeship 111,123
research internship and masters thesis 17
research proposal 122
resits 121
right of appeal 114

S

schedule abnormal psychology 99
schedule cognitive neuroimaging 45
schedule neuropsychology 72
science shop 135
SPS 137
SPS platform Maastricht 138
standard forms 144
student services (SSC) 130
student advisor 146
student careers advisory services 133
student guidance personnel 131
studium generale 134
study advice and guidance 116
study and careers information office 133
study load 106
study mentoring 116

T

tests and examinations 109

U

UM sports services 135
university library 147